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A P P E N D I C E S

Self-Study Report

Spring 2007



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APPENDIX A

Introduction

APPENDIX A

Table Introduction-1 Major Capital Improvements

1996-PRESENT			
Project	Year	Amount	Total
New Administrative Buildings (Funded by Gifts)			
Dixon Ministry Center	1997	\$15,000,000	\$49,700,000
Stevens Student Center	2000	\$21,000,000	
Fitness/Recreation/Health Center	2003	\$12,800,000	
Engineering Projects Laboratory	2005	\$900,000	
Major Administrative Building/Land Retrofits			
Apple Technology Resource Center	1998	\$2,200,000	\$11,983,571
Replace Athletic Center Gym Floor	1999	\$500,000	
North Campus Athletic Complex	1999	\$450,000	
HRS Renovation	2001	\$239,833	
Relocate Outdoor Running Track	2002	\$711,000	
Tyler Digital Communication Center	2002	\$4,741,007	
Library Renovations	2004	\$253,507	
ENS Upgrades	2004	\$323,037	
WCDR Retrofits	2004	\$255,300	
Founder's Hall Retrofits	2003	\$1,083,644	
Athletic Storage Barn	2004	\$57,070	
Groundskeeping Barn (and Service Center Area)	2005	\$105,000	
Roads/Parking (Univ. Blvd., Cedar Lake Dr., etc.)	2004	\$510,705	
Patterson Hall	2005	\$294,660	
Apple TRC Studios	2004	\$108,808	
Milner Trading Room	2005	\$150,000	
New Dormitories			
McKinney, McChesney, Miter	1996	\$4,200,000	\$15,700,000
Johnson, St. Clair, Green	1999	\$4,800,000	
Younger, Murphy, Rickard	2002	\$6,700,000	
Dormitory Renovations/Upgrades			
Complete Renovation of Faith Hall	1998	\$325,000	\$4,770,743
Upgrades - See Note A below	1996	\$311,000	
Upgrades - See Note A below	1997	\$708,000	
Upgrades - See Note A below	1998	\$565,000	
Complete Renovation of Palmer Hall	1999	\$175,000	
Upgrades - See Note A below	1999	\$150,000	
Lawlor/Printy Renovations	2003	\$170,607	
Front Faith Renovation - Bathrooms, Lounge, A/C	2005	\$666,136	
Lawlor Re-Engineering/Renovations	2006	\$1,700,000	
Land Acquisition			
64 Acres	1996	\$300,000	\$2,442,500
28 Acres	1996	\$250,000	
23 Acres and Home	1997	\$276,000	
44 Acres	1997	\$160,000	
11 Acres and Home	1997	\$560,000	
2 Acres and Two Homes	1998	\$450,000	
42 Acres	1999	\$433,000	
.113 Acres	2005	\$13,500	
TOTAL MAJOR CAPITAL PROJECTS 1996 TO DATE			\$84,596,814
Note A: Dormitory upgrades include new room and lounge furniture, paint, carpet, remodeled bathrooms			



Figure Introduction-3 Top Five Departments

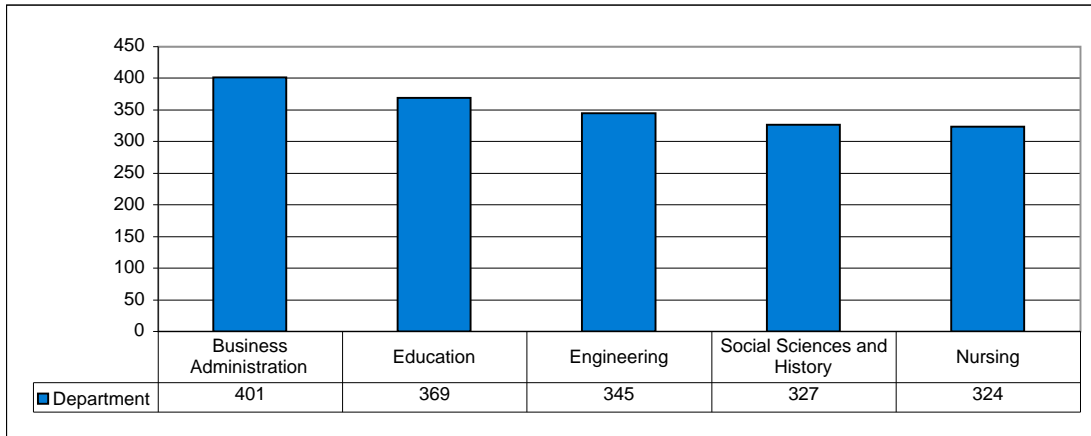
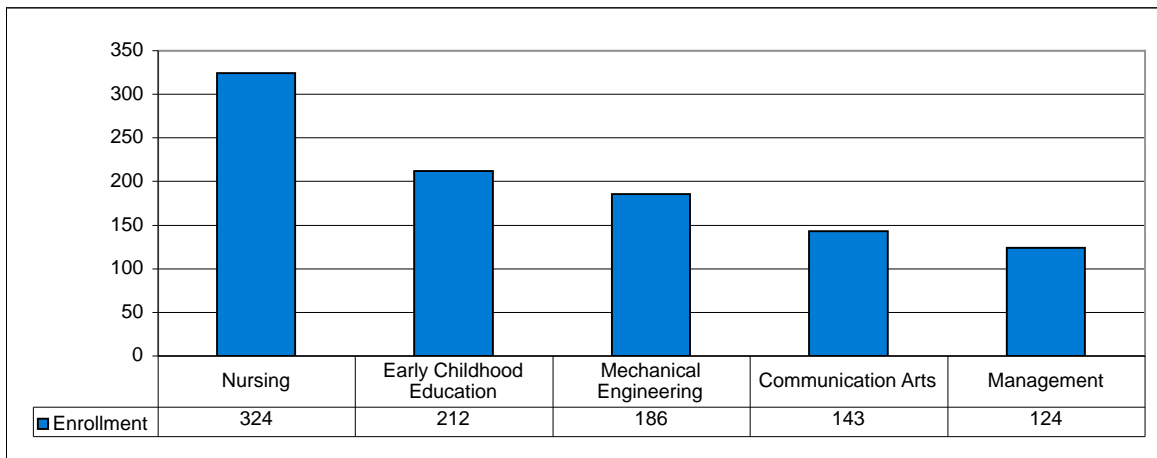


Figure Introduction-4 Top Five Majors



APPENDIX A

Table Introduction-5 Continuation and Graduation Rates 1996-2005

Cohort Type	Cohort Year	Head Count	Average ACT	SAT	-- Continuation Rates --		----- Cumulative Graduation Rates and Continuation Rates -----					
					%Continued to 2nd Yr	%Continued to 3rd Yr	%Graduated in 4 Yrs	%Continued to 5th Yr	%Graduated in 5 Yrs	%Continued to 6th Yr	%Graduated in 6 Yrs	%Continued to 7th Yr
0865	Total	1996	676	24.9	81.9%	73.0%	55.9%	9.8%	64.0%	1.0%	67.1%	0.9%
0865	Total	1997	641	25.3	85.6%	77.5%	59.0%	12.0%	71.9%	1.2%	74.0%	0.3%
0865	Total	1998	696	25.4	85.9%	79.3%	60.6%	11.8%	68.2%	1.4%	69.7%	0.6%
0865	Total	1999	729	25.8	85.3%	76.0%	57.2%	13.2%	69.4%	2.1%	71.6%	0.5%
0865	Total	2000	729	25.6	86.0%	77.0%	57.2%	11.1%	67.6%	1.0%	69.0%	0.5%
0865	Total	2001	735	26.0	83.0%	72.5%	54.1%	14.0%	66.9%	1.9%		
0865	Total	2002	774	25.1	81.0%	72.5%	54.7%	11.4%				
0865	Total	2003	787	25.4	83.1%	75.9%						
0865	Total	2004	762	25.1	81.5%	72.4%						
0865	Total	2005	763	25.1	83.1%							
0865	Female	1996	382	24.5	84.0%	74.9%	60.2%	7.3%	66.2%	1.0%	69.4%	0.5%
0865	Female	1997	358	24.2	86.8%	78.5%	63.1%	8.7%	75.7%	0.3%	76.3%	0.6%
0865	Female	1998	398	25.0	85.2%	77.6%	63.6%	9.8%	68.6%	1.0%	69.3%	0.5%
0865	Female	1999	387	25.5	85.3%	76.2%	62.0%	8.8%	71.3%	0.8%	72.9%	0.5%
0865	Female	2000	413	25.3	86.9%	78.2%	62.0%	9.4%	70.5%	0.5%	70.9%	0.0%
0865	Female	2001	404	25.6	83.7%	73.0%	59.4%	10.6%	70.3%	0.7%		
0865	Female	2002	431	25.0	82.6%	74.2%	58.5%	10.2%				
0865	Female	2003	423	25.0	85.6%	77.8%						
0865	Female	2004	439	24.8	80.9%	72.4%						
0865	Female	2005	443	24.7	82.8%							
0865	Male	1996	294	24.6	77.2%	70.7%	50.5%	12.9%	60.2%	2.4%	63.9%	1.4%
0865	Male	1997	283	25.2	83.1%	76.3%	52.3%	16.6%	67.1%	2.5%	69.3%	0.0%
0865	Male	1998	298	26.2	86.9%	81.5%	56.7%	14.4%	67.8%	2.0%	70.1%	0.7%
0865	Male	1999	342	26.1	86.0%	76.6%	52.0%	18.1%	67.3%	3.5%	70.2%	0.6%
0865	Male	2000	316	26.0	85.8%	75.3%	50.9%	13.3%	63.9%	1.6%	66.5%	1.3%
0865	Male	2001	331	26.6	81.9%	71.9%	47.7%	18.1%	62.8%	3.3%		
0865	Male	2002	343	25.3	79.6%	70.3%	49.9%	12.8%				
0865	Male	2003	364	25.8	80.2%	73.6%						
0865	Male	2004	323	25.6	82.4%	72.4%						
0865	Male	2005	320	25.8	83.4%							
0865	Black	1996	5	20.5	100.0%	50.0%	0.0%	0.0%	20.0%	0.0%	20.0%	20.0%
0865	Black	1997	5	22.5	80.0%	80.0%	60.0%	0.0%	60.0%	0.0%	60.0%	0.0%
0865	Black	1998	5	24.0	80.0%	40.0%	20.0%	20.0%	20.0%	0.0%	40.0%	0.0%
0865	Black	1999	8	23.5	87.5%	62.5%	12.5%	12.5%	50.0%	0.0%	50.0%	0.0%
0865	Black	2000	2	24.0	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
0865	Black	2001	7	21.0	100.0%	85.7%	57.1%	14.3%	71.4%	14.3%		
0865	Black	2002	7	20.2	100.0%	71.4%	42.9%	14.3%				
0865	Black	2003	14	22.9	71.4%	64.3%						
0865	Black	2004	10	23.8	80.0%	70.0%						
0865	Black	2005	9	22.4	88.9%							
0865	Hispanic	1996	4	23.3	75.0%	75.0%	50.0%	25.0%	75.0%	0.0%	100.0%	0.0%
0865	Hispanic	1997	6	21.3	66.7%	66.7%	50.0%	0.0%	50.0%	16.6%	66.7%	0.0%
0865	Hispanic	1998	7	23.1	66.7%	71.4%	28.7%	0.0%	42.9%	0.0%	42.9%	0.0%
0865	Hispanic	1999	3	23.0	100.0%	66.7%	66.7%	0.0%	66.7%	0.0%	66.7%	0.0%
0865	Hispanic	2000	7	25.8	100.0%	71.4%	28.6%	28.6%	57.1%	0.0%	57.1%	0.0%
0865	Hispanic	2001	7	25.7	85.7%	85.7%	57.1%	28.6%	71.4%	0.0%		
0865	Hispanic	2002	10	24.2	60.0%	50.0%	20.0%	20.0%				
0865	Hispanic	2003	17	25.8	76.5%	64.7%						
0865	Hispanic	2004	15	26.0	93.3%	93.3%						
0865	Hispanic	2005	13	24.1	76.9%							
0865	Asian	1996	10	23.4	80.0%	70.0%	30.0%	10.0%	40.0%	0.0%	50.0%	0.0%
0865	Asian	1997	7	24.8	100.0%	74.1%	57.0%	14.0%	57.0%	10.0%	71.0%	0.0%
0865	Asian	1998	7	28.3	85.7%	71.4%	57.1%	0.0%	57.1%	0.0%	71.4%	0.0%
0865	Asian	1999	6	25.2	83.3%	50.0%	50.0%	16.7%	66.7%	0.0%	100.0%	0.0%
0865	Asian	2000	14	25.9	92.8%	78.6%	50.0%	21.4%	64.3%	0.0%	64.3%	0.0%
0865	Asian	2001	4	28.7	75.0%	75.0%	50.0%	25.0%	50.0%	25.0%		
0865	Asian	2002	9	24.8	66.7%	55.6%	22.2%	22.2%				
0865	Asian	2003	12	27.4	91.7%	91.7%						
0865	Asian	2004	10	24.1	50.0%	60.0%						
0865	Asian	2005	9	24.7	66.7%							
0865	A I	1996	0									
0865	A I	1997	1		100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
0865	A I	1998	2	21.0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
0865	A I	1999	1	25.0	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
0865	A I	2000	1	23.0	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
0865	A I	2001	0									
0865	A I	2002	0									
0865	A I	2003	0									
0865	A I	2004	1		100.0%	100.0%						
0865	A I	2005	2	25.0	100.0%							
0865	White	1996	656	24.6	81.4%	73.6%	56.9%	9.8%	65.0%	2.0%	65.7%	0.8%
0865	White	1997	620	25.3	85.6%	77.6%	61.0%	13.0%	72.1%	1.0%	73.1%	0.3%
0865	White	1998	674	25.5	86.1%	79.7%	61.4%	12.0%	69.1%	1.5%	70.5%	0.6%
0865	White	1999	710	24.8	85.3%	77.0%	57.5%	13.2%	69.6%	2.1%	71.4%	0.6%
0865	White	2000	702	25.6	86.0%	76.8%	57.7%	10.8%	67.8%	1.0%	68.9%	0.6%
0865	White	2001	712	26.1	82.7%	72.3%	54.2%	13.8%	66.9%	1.7%		
0865	White	2002	744	25.2	81.5%	73.1%	55.5%	11.2%				
0865	White	2003	744	25.4	83.3%	76.1%						
0865	White	2004	723	25.1	81.6%	71.9%						
0865	White	2005	724	25.2	83.4%							
0865	N R	1996	4	23.2	50.0%	25.0%	25.0%	0.0%	25.0%	0.0%	25.0%	0.0%
0865	N R	1997	2	23.8	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
0865	N R	1998	1	17.7	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
0865	N R	1999	1		100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
0865	N R	2000	3		100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
0865	N R	2001	2	24.0	100.0%	100.0%	50.0%	50.0%	100.0%	0.0%		
0865	N R	2002	1	18.0	100.0%	100.0%	100.0%	0.0%				
0865	N R	2003	4	30.0	100.0%	100.0%						
0865	N R	2004	3	25.0	100.0%	66.7%						
0865	N R	2005	1		100.0%							



A P P E N D I X B

Chapter One — Criterion One

Figure 1A-1 Mission Statement Revision Process

Mission Statement Revision Plan

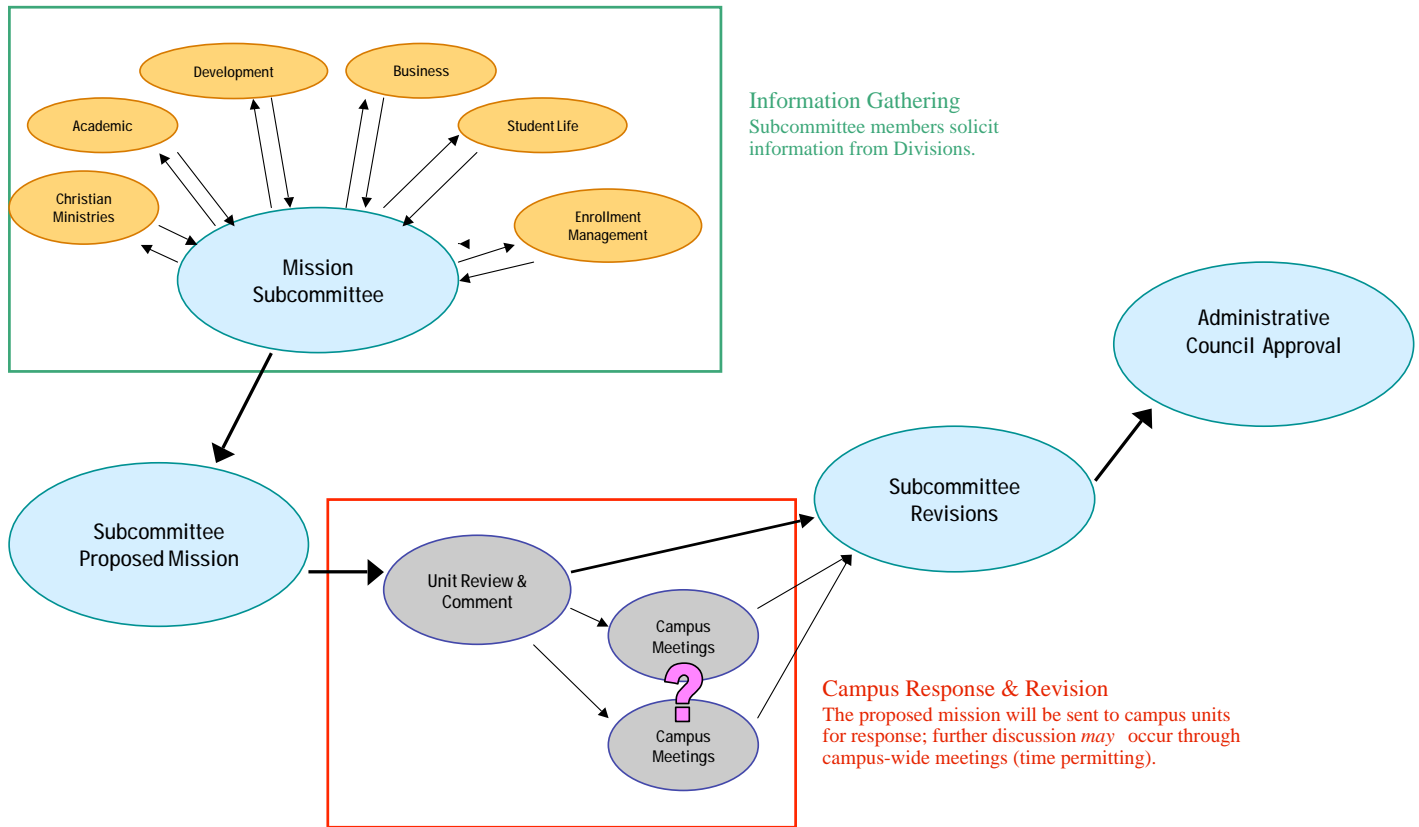
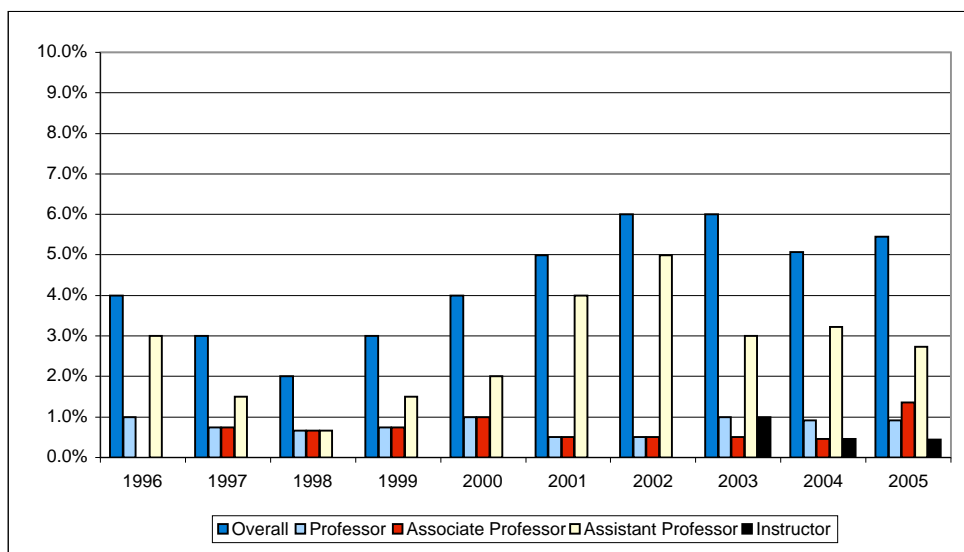




Table 1B-1 Female and Minority Percentages of Full-Time Faculty

Academic Year	Full-time Faculty	Male	Female	% of Total	Minority	% of Total
1997-1998	142	108	34	23.94%	4	2.82%
1998-1999	154	109	45	29.22%	4	2.60%
1999-2000	158	116	42	26.58%	4	2.53%
2000-2001	167	125	42	25.15%	6	3.59%
2001-2002	184	134	50	27.17%	6	3.26%
2002-2003	194	142	52	26.80%	11	5.67%
2003-2004	196	142	54	27.55%	11	5.61%
2004-2005	208	151	57	27.40%	11	5.29%

Table 1B-2 Minority Faculty by Rank



APPENDIX B

Table 1B-3 Female Faculty by Rank

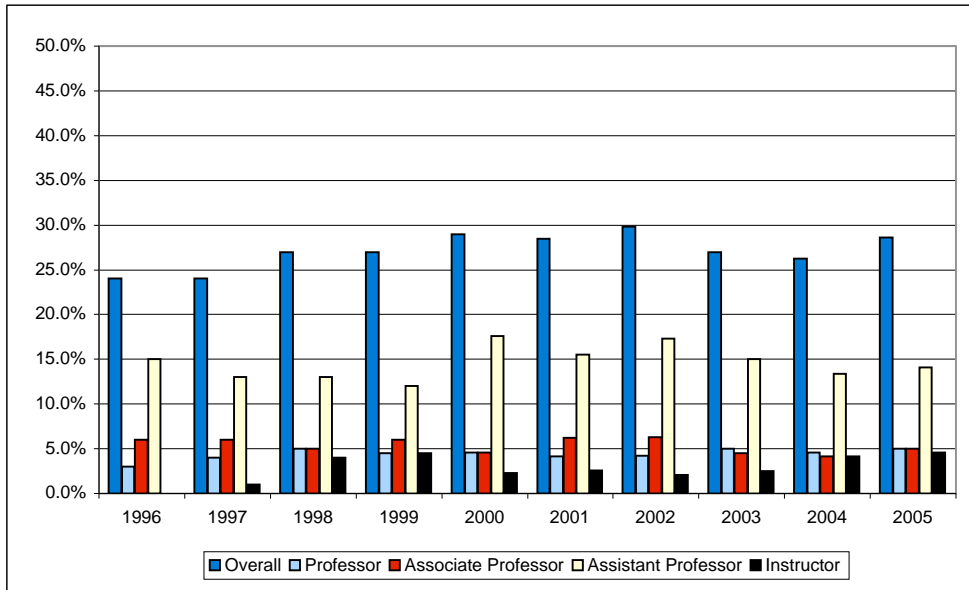


Table 1B-6 Average Freshman Equivalent ACT Composite Scores

Year	Equivalent Mean ACT
1994	24.4
1995	25.2
1996	25.2
1997	25.7
1998	25.52
1999	25.96
2000	26.09
2001	26.13
2002	25.55
2003	26
2004	25.7
2005	25.8
2006	26.02



Table 1B-7 Minority Enrollment 2001-2005

Year	Total	%Total Enrollment
2001	88	2.99%
2002	106	3.55%
2003	130	4.34%
2004	154	5.02%
2005	160	5.18%

Table 1B-8 Undergraduate Minority Students in the Entering Classes

Year	Number	Percentage	Percent Change
1996	91	3.6%	-0.6%
1997	101	3.9%	+0.3%
1998	87	3.2%	-0.7%
1999	87	3.1%	-0.1%
2000	88	3.1%	0.0%
2001	88	3.0%	-0.1%
2002	106	3.55%	+0.55%
2003	130	4.34%	+0.79%
2004	154	5.02%	+0.68%
2005	160	5.18%	+0.16%

APPENDIX B

List 1C-3 Three Common Models for Integrative Thinking in Christian Higher Education*

Integration of Scripture and knowledge	explores the explicit linkages between biblical data and knowledge from outside the Scriptures. The emphasis in this model is the development of knowledge in various disciplines which can be derived directly from the Bible. In addition, the biblical data serves as the measure by which to evaluate all human thought.
Integration of faith and learning	is more encompassing than the integration of Scripture and knowledge. In this context, faith refers to the whole Christian theological system, and learning speaks of the comprehensive corpus of human thought found in the various academic disciplines. In this model, it is granted that in some areas of thought, such as mathematics, it is difficult to produce explicit linkages between biblical texts and reliable concepts in the discipline. However, all of human knowledge is encompassed within larger theological categories such as creation, the image of God, and the unity of truth.
Integration of faith, learning, and life	builds upon the integration of faith and learning. Its specific contribution lies in the application of the epistemological insights to the realities of life. Thus, it seeks to bridge theory and practice, knowledge and practice, ideal and real.
*Introducing Integrative Thinking Paper, pp. 3-4.	

Table 1C-5 IDEA Student Evaluations of Faculty by Departments

Department	Increased Awareness of Integration	Encourage Growth in Christian Character	Stimulated to Continue Integration
Biblical Education	4.57	4.51	4.61
Education	4.31	4.36	4.27
Social Sciences & History	4.13	3.98	4.06
Exercise & Sport Science	4.10	4.08	3.96
Psychology	4.10	4.01	4.05
Nursing	4.05	4.09	3.97
Music & Art	3.94	4.06	3.82
Communication Arts	3.84	3.89	3.73
Language & Literature	3.84	3.84	3.79
Business Administration	3.78	3.85	3.72
Science & Mathematics	3.73	3.74	3.70
Engineering	3.57	3.78	3.53



Table 1C-7 IDEA Student Evaluations of Selected General Education Courses

Course	Increased Awareness of Integration	Encourage Growth in Christian Character	Stimulated to Continue Integration
Christian Life & Thought	4.62	4.50	4.61
Spiritual Formation	4.42	4.42	4.48
Western Literature	4.28	4.27	4.29
Principles of Biology	4.27	3.98	4.18
United States History II	4.23	4.17	4.18
Foundations of Social Science	4.08	3.78	3.95
Physical Activity and the Christian Life	4.04	3.95	3.88
Introduction to Literature	4.00	3.94	3.95
Composition	3.75	3.75	3.70
United States History I	3.52	3.5	3.41

Table 1C-8 Cedarville University Christian Ministries

Community Ministries	"Approximately 70 teams serve the local communities and churches each week. Ministry teams seek to serve individuals and churches in this area by providing assistance in specialized areas, including crisis pregnancy/abstinence and counseling ministries, evangelism/urban outreach ministries, public school tutoring/teaching English ministries, youth and children's ministries, jail/detention center ministries, hospital ministries, nursing home/elderly visitation ministries, special needs ministries, and local church ministries."
Missions Involvement Services (MIS)	"Each year during breaks and in the summer, more than 350 students minister around the globe. This involvement in missions aids missionaries in their work and helps students discern God's direction in their lives. Participants raise their own financial and prayer support prior to leaving and report on their ministries upon returning. The majority of students who participate in the ... program do so as members of teams. Created to perform a particular service such as singing, drama, puppets, medical assistance, technical assistance, orphan care, teaching English as a second language, or physical labor, teams are typically selected each fall."
Discipleship Ministries	These on-campus ministries include approximately 85 student-led small group Bible studies, several prayer groups, and a premarital preparation mentoring program.
Touring Team Ministries	Six music and drama teams minister to camps, schools, and churches across the country (45 students in Spring Semester 2006).

APPENDIX B

List 1D-1 Standing Committees of the Faculty

Admissions Committee	Discusses and recommends admissions policies, and studies abilities and achievements of entering students and graduating students
Curriculum Committee	Evaluates and recommends amendments to proposed curricular additions and revisions
Department Chair Committee	Acts on curricular items, recommends program policy, and coordinates department academic activity
Faculty Academic Advisory Committee	Serves as an advisory committee to the academic vice president on the academic calendar, touring groups, field trips, special athletic events, and other academic matters
General Education Assessment Committee	Identifies, assesses, and reports on desired student learning outcomes for the University's general education core curriculum
Library Committee	Assists in the development of library policy
Self-Study Steering Committee	Directs the self-study intended to assess the degree to which Cedarville University is accomplishing its objectives
Summer School Committee	Makes recommendations to the academic vice president in matters of summer school policy and acts as an advisor group to the director of summer school
Teacher Education Program Internal Advisory Council	Serves as a policy-making body for the teacher education program and as an appellate forum for students wishing to change or modify education department decisions
Tenure Committee	Evaluates tenure track members during the fourth and sixth years of credited service
University Assessment Committee	Coordinates assessment activities and collects and reports the results of those activities

Table 1D-2 CT Survey: Dimension Summary

Dimension	Average Response		
	2003	2004	2005
Attraction & Retention	4.11	4.17	4.09
Motivation & Commitment	4.13	4	3.89
Empowerment & Relationships	4.23	4.03	3.97
Rewards & Benefits	4	3.87	3.78
Growth & Development	3.82	3.91	3.84
Christian Culture	4.16	4.08	3.84



Table 1D-3 CT Survey: Specific Items

Question	Average Response		
	2003	2004	2005
My organization is well-managed.	4.18	4.07	3.9
My organization involved employees in decisions that affect them.	3.7	3.61	3.49
In comparison with people in similar jobs in other Christian organizations, I feel I am paid fairly.	4.07	3.89	3.65
My organization conducts its activities openly and honestly.	4.29	4.07	3.78

Table 1D-4 Individual Survey Results: Mission

Item	Agree/Strongly Agree	Mean Rating
1. I understand the mission of Cedarville University.	98%	4.53
2. I support the mission of Cedarville University.	97%	4.61
3. Cedarville University is true to its mission.	88%	4.22
4. The Cedarville University mission influences how I fulfill my responsibilities as an employee.	86%	4.22

Note: Selected responses were out of a 5-point scale.

APPENDIX B



Table 1D-5 Individual Survey Results: Mission and Resources

Item	Mean Rating
1. I understand the mission of Cedarville University.	4.53
2. I support the mission of Cedarville University.	4.61
4. The Cedarville University mission influences how I fulfill my responsibilities as an employee.	4.22
7. The planning functions in my unit include my input about innovative change and give it careful consideration.	3.71
8. The University uses its personnel effectively to achieve its mission.	3.57
10. The University provides adequate support for evaluation and improvement.	3.52
11. The University planning process links effectively with the budgeting process to assure mission success.	3.26

Note: Selected responses were out of a 5-point scale.



List 1E-1 Integrity of Creative Services Materials

Internal Process Review	Before any publication is sent to the client for review, the piece is reviewed by both the director and the copywriter.
Style Guide	Outlines basic design standards
Annual Portfolio of Publications	Contains University publications all of which are periodically reviewed to assure consistency
Departmental Coordination	Creative services meets with departments who, in the past, have created publications with little or no involvement from the creative services team. The admissions production coordinator serves as an ad hoc member of the creative services team.

List 1E-3 Expanded List of Strengths and Opportunities

Strengths

1. Cedarville University's mission statement is clearly articulated and has been recently reviewed and revised. Cedarville's mission documents are clearly articulated across campus and inform decision-making.
2. Cedarville has taken progressive action to expand the diversity of the student body, the faculty, and the staff of the University. Those actions have resulted in an increasingly diverse campus. Cedarville recognizes the diversity outside of its campus and prepares students for interacting in a multicultural and global society.
3. Cedarville University has a strong history of operating within the context of its mission.
4. The mission of Cedarville University pervades every aspect of campus life.
5. The administration of Cedarville is committed to maintaining the mission of the University.
6. Cedarville University has a history of using a holistic approach to making decisions. The administration seeks faculty and staff input on building projects through task teams and starts the annual budget process at the departmental level. Decisions are made within the context of the impact on the entire University.
7. While Cedarville has undergone significant transition at the administrative level, the new administration has articulated its desire to gather input from faculty and staff in other significant areas.
8. Cedarville University has a long history of acting with integrity to maintain its mission in all that it does.

Opportunities

1. The University will publish the newly revised substantial agreement statement. It may be profitable to discuss, and redefine, what it now means for Cedarville to be a Baptist institution.
2. Update the Cedarville University Bylaws where necessary and connect the document to the mission statement (i.e., name changes of divisions and positions, new Community Covenant, etc.)
3. Update and revise the Faculty Handbook, including:
 - a. Revise and update information: new mission statement, semester conversion, committee membership, new positions, etc.
 - b. Add new information: new faculty meetings, including doctrinal sessions and the Integration of Faith and Learning Institute; requirements for submitting an incomplete grade; objective expectations for the securing of tenure; mission and objectives of the Academic Division; etc.
 - c. Nonessential information: job descriptions for vice presidents (other than AVP), deans, director of counseling services.
4. Combine into one additional handbook those policies common to all Cedarville personnel (administrators, faculty, staff). This document will acquaint University employees with expectations related to church membership and standards of conduct; policies on divorce, diversity, sexual harassment; benefits (medical and life insurance, pension plan, tuition remission); admission to campus events; bookstore services; and campus safety and parking, just to name a few.
5. Diversity Statement: The establishment of a campus-wide diversity statement is in process. This is to be distinguished from the University diversity policy which addresses legal issues of equal employment and educational opportunity. The diversity statement will be so configured as to grow out of the mission statement, with the intended purpose that all campus diversity practices and policies reflect such a diversity statement. Included will be the rationale for diversity, what it is to look like on campus, and how



campus diversity at this Christian university will differ from diversity in the broader non-Christian culture in which students are prepared to work, live, and minister.

6. Campus Facilities: It is suggested that a campus-wide plan for the oversight of reasonable accommodations be established to continue to provide access for disabled students.
7. New Faculty Theology Sessions: Since part of the purpose of these sessions is to introduce the faculty member to the University's theological position, the department of biblical education might consider developing a two-tiered series of theology sessions that will provide an advanced option for new faculty who have seminary or other theological training.
8. Bible Minor: The purpose and objectives of the required Bible minor need to establish further the significance of the Bible courses in the general education curriculum.

Continued development of an accurate measuring instrument is essential to demonstrate what students learn in the Bible minor and how that knowledge links to and facilitates integration within the general education curriculum.

9. Capstone Experience: In an effort to continue to develop the pervasion of integration across the curriculum, the University faculty should evaluate the significance of incorporating a biblical integrative component into the senior capstone experience of each academic major. Such a component will offer students an opportunity to apply a Christian worldview perspective to the culminating work of their undergraduate studies at Cedarville.
10. Mission Statement: Continue the process of demonstrating how the University mission statement drives the strategic planning, budgeting, and assessment processes of each division. The academic strategic plan, "Strengthening the Foundation — Priorities for the Future," which was founded in the mission and objectives, began by seeking broad campus input and is a fine basis on which to build.
11. While evaluation may be inappropriate for some offices, a communication system whereby input is received at all levels and feedback returned in a timely manner will better inform all personnel so they can interact with one another more effectively in the fulfillment of the University's mission. The president has suggested a 360 degree model that would allow input from all levels.
12. The president and AVP have expressed their willingness to hear from individual faculty through the chain of communication and through informal settings, but there are few avenues by which faculty can be collectively represented to the administration. The University should consider some type of formal faculty body that can discuss, deliberate, and provide input to the administration on matters outside the curriculum.
13. Providing regular training sessions for management personnel may enhance communication while facilitating the fulfillment of the University's mission.
14. Clarifying the preferred administrative model at Cedarville and the sense that personnel have of it will help to promote understanding of decisions and cultivate more realistic expectations.
15. A description of the administrative council and its role and function within the administrative structure of the University would be beneficial to all University personnel since the council's decisions influence everyone on campus. Such a description can be included in the appropriate documents (perhaps an Administrative Handbook).
16. Because of its role in representing faculty to the AVP, the deans council may wish to institute specific structural avenues for obtaining input from and communicating information to the faculty in their respective schools in order to allow this representation system to function efficiently. This process will further enable the AVP to effectively represent the Academic Division before the administrative council.

17. Hiring Process: As Cedarville continues to grow, and as that growth occurs within a broader academic environment which is influenced to a lesser degree by traditional Christian belief, it becomes imperative to maintain a hiring process which effectively screens faculty candidates to assure that they are indeed in agreement with the doctrinal position of the University.
18. To maintain the integrity of the University, the administration will continue to pursue evidence suggesting that existing faculty and staff have not moved from that position.
19. The Traditional Position: Continue to be intentional in identifying, clarifying, and maintaining the traditional position of Cedarville University in order to uphold the character and distinctiveness of the organization. There are many Christian schools of higher education, but the unique nature of Cedarville within the academy has been its niche as a Baptist, conservative university which offers a high quality education.
20. Online Courses: As with any new academic program, the delineation of the purpose and objectives of online courses will provide the link to the academic mission and objectives of Cedarville University. Consideration of an effective evaluation process for such course delivery, or the consistent use of the classroom evaluation instrument, can provide data which will serve as evidence supportive of “an education marked by excellence and grounded in biblical truth.”



APPENDIX C

Chapter Two — Criterion Two

Figure 2A-1 AGILE Strategic Planning Process

A	Assumptions	What are the controlling division-applied (from CU Futures document) and/or division-specific assumptions about what is, could be, and/or should be seen as limitations or assets?
G	Goals	What division specific outcomes are desired – what should things look like assuming all initiatives are successfully underwritten and executed?
I	Initiatives	What actions should be taken to bring about the desired goals, and how are these actions linked to each other in terms of priority?
L	Logistics	Who will do what utilizing what resources over what time periods – and do we need to acquire more/different resources than we now possess?
E	Evaluation	How do we assess whether the desired goals were achieved by the desired initiatives as underwritten by the planned logistics?



Table 2A-2 Major Capital Improvements

1996-PRESENT		Year	Amount	Total
Project				
New Administrative Buildings (Funded by Gifts)				
Dixon Ministry Center	1997	\$15,000,000	\$49,700,000	
Stevens Student Center	2000	\$21,000,000		
Fitness/Recreation/Health Center	2003	\$12,800,000		
Engineering Projects Laboratory	2005	\$900,000		
Major Administrative Building/Land Retrofits				
Apple Technology Resource Center	1998	\$2,200,000	\$11,983,571	
Replace Athletic Center Gym Floor	1999	\$500,000		
North Campus Athletic Complex	1999	\$450,000		
HRS Renovation	2001	\$239,833		
Relocate Outdoor Running Track	2002	\$711,000		
Tyler Digital Communication Center	2002	\$4,741,007		
Library Renovations	2004	\$253,507		
ENS Upgrades	2004	\$323,037		
WCDR Retrofits	2004	\$255,300		
Founder's Hall Retrofits	2003	\$1,083,644		
Athletic Storage Barn	2004	\$57,070		
Groundskeeping Barn (and Service Center Area)	2005	\$105,000		
Roads/Parking (Univ. Blvd., Cedar Lake Dr., etc.)	2004	\$510,705		
Patterson Hall	2005	\$294,660		
Apple TRC Studios	2004	\$108,808		
Milner Trading Room	2005	\$150,000		
New Dormitories				
McKinney, McChesney, Miter	1996	\$4,200,000	\$15,700,000	
Johnson, St. Clair, Green	1999	\$4,800,000		
Younger, Murphy, Rickard	2002	\$6,700,000		
Dormitory Renovations/Upgrades				
Complete Renovation of Faith Hall	1998	\$325,000	\$4,770,743	
Upgrades - See Note A below	1996	\$311,000		
Upgrades - See Note A below	1997	\$708,000		
Upgrades - See Note A below	1998	\$565,000		
Complete Renovation of Palmer Hall	1999	\$175,000		
Upgrades - See Note A below	1999	\$150,000		
Lawlor/Printy Renovations	2003	\$170,607		
Front Faith Renovation - Bathrooms, Lounge, A/C	2005	\$666,136		
Lawlor Re-Engineering/Renovations	2006	\$1,700,000		
Land Acquisition				
64 Acres	1996	\$300,000	\$2,442,500	
28 Acres	1996	\$250,000		
23 Acres and Home	1997	\$276,000		
44 Acres	1997	\$160,000		
11 Acres and Home	1997	\$560,000		
2 Acres and Two Homes	1998	\$450,000		
42 Acres	1999	\$433,000		
.113 Acres	2005	\$13,500		
TOTAL MAJOR CAPITAL PROJECTS 1996 TO DATE				\$84,596,814
Note A: Dormitory upgrades include new room and lounge furniture, paint, carpet, remodeled bathrooms				



Table 2B-1 Centennial Library Online and Electronic Resources Expenditures

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Online Databases	\$55,100	\$72,137	\$75,170	\$81,167	\$86,180
Electronic Journals	\$11,706	\$18,103	\$30,614	\$45,104	\$48,802
Library Systems Support	\$59,244	\$63,406	\$70,231	\$74,913	\$101,290
Total	\$126,050	\$153,646	\$176,015	\$201,184	\$236,272



Table 2B-2 Actual Unrestricted Revenues and Actual Unrestricted Expense 1996-2006

Revenues	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
State Appropriations	\$19,327,996	\$21,315,530	\$23,213,743	\$26,634,393	\$29,349,391	\$32,529,374	\$37,255,816	\$39,781,915	\$43,484,395	\$47,519,711	\$50,498,603
Student Tuition and Fees	\$2,833,097	\$2,314,627	\$2,500,202	\$2,877,913	\$3,319,245	\$3,492,935	\$4,168,490	\$5,180,819	\$5,931,561	\$7,018,254	\$8,687,481
Less Financial Aid	\$16,494,899	\$19,000,903	\$20,713,541	\$23,756,480	\$26,030,146	\$29,036,439	\$33,087,326	\$34,601,096	\$37,552,834	\$40,501,457	\$41,811,122
Net Tuition and Fees	\$410,170	\$432,599	\$380,217	\$528,311	\$571,737	\$328,163	\$261,984	\$386,345	\$346,981	\$572,913	\$724,095
Investment and Interest Income	\$889,719	\$879,275	\$1,072,327	\$1,120,436	\$1,108,943	\$1,047,156	\$1,254,575	\$1,165,569	\$1,403,766	\$1,511,882	\$1,519,847
Federal Grants, Contracts, and Advances	\$6,731,033	\$1,054,628	\$3,236,918	\$5,257,841	\$4,868,853	\$6,095,010	\$5,598,199	\$6,799,914	\$4,658,003	\$4,105,942	\$2,563,692
State and Local Grants and Contracts	\$10,519,962	\$11,014,222	\$10,846,262	\$11,401,965	\$12,202,609	\$12,405,278	\$12,442,663	\$13,716,671	\$13,543,728	\$13,741,319	\$13,775,896
Private/Other Gifts, Grants, and Contracts	\$308,607	\$447,539	\$621,246	\$623,157	\$766,694	\$1,060,192	\$1,372,795	\$1,638,420	\$1,737,287	\$2,221,090	\$3,567,234
Sales and Services of Educational Departments	\$35,354,390	\$32,829,166	\$36,870,511	\$42,688,190	\$45,548,982	\$49,972,238	\$54,017,542	\$58,308,015	\$59,242,599	\$62,654,603	\$63,961,866
Auxiliary Operating Revenues											
Indirect Cost Reimbursement											
Other Sources											
Total	\$28,598,460	\$28,028,069	\$33,771,224	\$36,779,188	\$39,963,612	\$44,406,872	\$50,599,991	\$55,148,027	\$56,210,103	\$60,203,957	\$61,122,682
Expenditures											
Education and General	\$9,041,084	\$9,760,716	\$10,333,872	\$11,324,838	\$12,096,171	\$13,630,429	\$14,970,101	\$15,820,764	\$16,691,244	\$25,004,695	\$26,301,302
Instruction											
Research											
Public Service											
Academic Support	\$3,475,172	\$4,359,153	\$4,745,892	\$5,252,945	\$5,545,809	\$6,122,722	\$7,392,403	\$8,401,241	\$9,098,570	\$11,313,460	\$11,933,263
Student Services	\$1,951,723	\$1,996,323	\$1,980,873	\$2,558,399	\$3,138,490	\$3,684,083	\$3,118,676	\$3,519,131	\$4,000,013	\$5,190,703	\$5,552,491
Institutional Support	\$7,153,093	\$8,718,026	\$9,566,016	\$10,027,956	\$10,926,309	\$11,728,938	\$15,165,549	\$15,457,446	\$16,730,298	\$11,436,454	\$11,458,620
Operations of Plant	\$2,010,477	\$2,581,933	\$2,956,368	\$3,074,259	\$3,395,236	\$4,015,520	\$3,940,606	\$4,016,506	\$4,334,098		
Auxiliary Operating Expenditures	\$5,461,341	\$5,366,365	\$5,096,938	\$5,267,373	\$5,873,269	\$6,285,767	\$6,595,864	\$7,502,825	\$7,626,767	\$9,214,787	\$9,743,643
Change in Fair Value of SWAP											
Transfer, Mandatory, and Voluntary											
Other Expenses											
Total	\$28,598,460	\$28,028,069	\$33,771,224	\$36,779,188	\$39,963,612	\$44,406,872	\$50,599,991	\$55,148,027	\$56,210,103	\$60,203,957	\$61,122,682

APPENDIX C

Table 2B-3 Cedarville University Cost of Attendance

Year	Cost of Attendance	Annual Increase	% Increase
1996	\$13,164.00		
1997	\$13,884.00	\$720.00	5.47%
1998	\$14,652.00	\$768.00	5.53%
1999	\$15,396.00	\$744.00	5.08%
2000	\$16,353.00	\$957.00	6.22%
2001	\$17,553.00	\$1,200.00	7.34%
2002	\$18,706.00	\$1,153.00	6.57%
2003	\$19,954.00	\$1,248.00	6.67%
2004	\$21,042.00	\$1,088.00	5.45%
2005	\$22,130.00	\$1,088.00	5.17%
2006	\$23,410.00	\$1,280.00	5.78%
		1,024.60	5.93%
Avg. increase per year			

Table 2B-4 Cedarville University Endowed Financial Aid

CU Endowment Aid								
Academic Year	Matriculated Headcount	Student Recipients	% Receiving this Aid	Total Awarded	% Increase for Total	Average Awarded	% Increase for Student Avg.	Avg. Award/ COA
1996	2,745	166	6.05%	\$211,571		\$1,275		9.68%
1997	2,758	180	6.53%	\$290,845	37.47%	\$1,616	26.78%	11.64%
1998	2,814	214	7.60%	\$399,224	37.26%	\$1,866	15.46%	12.73%
1999	2,916	257	8.81%	\$569,996	42.78%	\$2,218	18.89%	14.41%
2000	2,992	288	9.63%	\$668,542	17.29%	\$2,321	4.66%	14.20%
2001	3,075	283	9.20%	\$759,627	13.62%	\$2,684	15.63%	15.29%
2002	3,094	310	10.02%	\$813,577	7.10%	\$2,624	-2.23%	14.03%
2003	3,140	314	10.00%	\$823,167	1.18%	\$2,622	-0.11%	13.14%
2004	3,196	333	10.42%	\$886,620	7.71%	\$2,663	1.56%	12.65%
2005	3,236	389	12.02%	\$1,064,605	20.07%	\$2,737	2.79%	12.37%
2006	3,088	347	11.24%	\$931,345	-12.52%	\$2,684	-1.93%	11.47%
10 yr avg			9.03%		18.45%		8.34%	Closed Yrs. 1996-2005
10 yr chng	491	223		\$853,034		\$1,462		



Table 2B-5 Cedarville University Institutional Financial Aid

CU Institution Aid - Other								
Academic Year	Matriculated Headcount	Student Recipients	% Receiving this Aid	Total Awarded	% Increase for Total	Average Awarded	% Increase for Student Avg.	Avg. Award/COA
1996	2,745	727	26.48%	\$1,128,941		\$1,553		11.80%
1997	2,758	856	31.04%	\$1,431,575	26.81%	\$1,672	7.70%	12.05%
1998	2,814	930	33.05%	\$1,544,043	7.86%	\$1,660	-0.73%	11.33%
1999	2,916	997	34.19%	\$1,816,221	17.63%	\$1,822	9.72%	11.83%
2000	2,992	1,062	35.49%	\$2,016,211	11.01%	\$1,899	4.22%	11.61%
2001	3,075	1,111	36.13%	\$2,282,847	13.22%	\$2,055	8.23%	11.71%
2002	3,094	1,165	37.65%	\$2,699,651	18.26%	\$2,317	12.78%	12.39%
2003	3,140	1,205	38.38%	\$3,048,058	12.91%	\$2,530	9.16%	12.68%
2004	3,196	1,397	43.71%	\$3,831,534	25.70%	\$2,743	8.43%	13.03%
2005	3,236	1,532	47.34%	\$4,758,996	24.21%	\$3,106	13.26%	14.04%
2006	3,088	1,745	56.51%	\$5,562,003	16.87%	\$3,187	2.61%	13.62%
10 yr avg			36.35%		15.76%		7.28%	Closed Yrs. 1996-2005
10 yr chng	491	805		\$3,630,055		\$1,554		



List 2B-6 Cedarville University Scholarships

Institutional Scholarships

Baseball — Men
Basketball — Men
Basketball — Women
Cedarville Academic Scholarship
Cedarville Scholar Award
Christian Medical and Dental Scholarship
Church Matching Grant
Cross Country — Men
Cross Country — Women
Dean's Academic Scholarship
Debate Scholarship
Effective Leader Scholarship
Faculty Scholarship
Forensics Scholarship
Future Generations Scholarship
General Music Scholarship
Golf — Men
Hawkins Scholarship
Hispanic Grant
Hispanic Scholar Award
Homeschool Scholarship
Jack Wyrzten Scholarship
Lane Scholarship
Legacy Grant
MCAA Scholarship
Ministry Grant
National Scholar Award
Parker Scholarship
President's Scholarship
ROTC Scholarship for First-Year Students
SGA
Soccer — Men
Soccer — Women
Softball — Women
Specialized Composition Scholarship
Talents For Christ Scholarship (GARBC)
Tennis — Men
Tennis — Women
Theatre Scholarship
Track and Field — Men & Women
Volleyball — Women
Watson Scholarship

Endowment Scholarships/Awards

AFCEA Scholarship
African/African-American Nursing Student Scholarship



Al And Joanna Stevens Scholarship
Alumni Scholarship and Grant
Alumni Softball Scholarship
Alumni Spanish Majors Scholarship
Alvin and June Perry Scholarship
Amstutz Management-Sales Award
Amstutz Nursing Award
Anderson Family Scholarship
Arline Littleton Autio Award
Armstrong Family Memorial Scholarship
AuSable Award
Austin Elmore Award
Autio Family Scholarship
Bartlett Family Early Childhood Education Scholarship
Bartlett Family Nursing Scholarship
Bea Holmes Nursing Scholarship
Boyd Accounting Award
Burris Logistics Computer Science Award
C. Eugene Walker, Ph.D. Psychology Award
Cal Thomas Scholarship Fund
CDR Network Scholarship
Cedarville University General Endowment Funds
Centennial Library Scholarship Award in Library Science
CFA Networks Excellence in Technology Scholarship
Charles and Margaret Clevenger Piano Award
Christian Education Scholarship
Christian Ministry Scholarship
Clara Monzelle Milner Award
Compton/Knight Family Music Scholarship
Computer Science Missions Scholarship
Computer Science Scholarship Endowment
Criminal Justice Scholarship
Dan Poole Broadcasting Award
Daniel Award
Dave Jones Memorial Soccer Award
Dave Taylor Memorial Scholarship
David G. Canine Award
David H. and Edith W. Clark Scholarship
Deborah Bush Haffey Intercollegiate Debate Scholarship
DeLois C. Brown Family Love Scholarship
Derek Richardson Memorial Scholarship Fund
Diane Renée Jones Memorial Scholarship
Dolph and Brown Psychology Award
Don and Peg Rickard MK Scholarship
Donna Purple Memorial Award in Education
Dorothy Hilma Leininger Nursing Scholarship
Dr. and Mrs. David Robey Forensics Award
Dr. and Mrs. Duane Wood Family Award
Dr. and Mrs. Merlin Ager Education Award



APPENDIX C

Dr. & Mrs. R.G. Kennedy Endowed Scholarship
Dr. Charles Ellington Church Music and Worship
Dr. Clifford W. Fawcett Business Faculty Senior Scholar Award
Dr. Daniel C. Stevens Memorial Scholarship
Dr. Donald Tyler Scholarship
Dr. Joseph Halsey Award
Dr. Robert & Myrtle Hutchinson Scholarship
Dr. Warren G. Elliot Scholarship
Dwight L. Morris and Marguerite J. Morris Scholarship
Edmund Burke Award
Edward B. Holmes Engineering Scholarship
Erich W. Ebert Award
Esther C. Gilbertson-Stone Scholarship
Fellowship Baptist Church Scholarship
Future Generations Scholarship
G. Marvin Wright Endowed Memorial Scholarship
GAR Foundation Scholarship
GAR Foundation Summit County Scholarship
George H. & Edna F. Louys Endowed Grant
Gladys York Memorial Scholarship
Gladys York Memorial Scholarship for King's Christian School
Godby Memorial Scholarship
Gray-Paxson Scholarship
Gugger Scholarship
Harold P. "Howdy" House Memorial Scholarship
Harold R. Green Christian Ministries Award
Helen Drullinger Memorial Award
Helping Hand Scholarship
Heritage Baptist Church Scholarship
Heyd Math/Science Award
Hugh T. Hall Memorial Scholarship
IEEE Dayton Section Scholarship
Irene MacArthur Memorial Scholarship
Irma M. Dodson Award
J.D. Cloud & Co., L.L.P. Accounting Award
James A. Smith Elderly Compassion Memorial Scholarship
James and Lorna Spencer Scholarship
James and Ruby Wells Scholarship
James Cain Special Education Award
James R. Phipps Communication Award
James T. Jeremiah Award
Jane Adams Smith Memorial Scholarship
Jean Scott Memorial Scholarship
Jenna Lynn Ellis Award
Jersey Baptist Church Scholarship
Jewels for Students Scholarship
Jim and Phyllis Murphy Business Award
John and Ann Field Scholarship
John E. Kohl Music Trophy



John W. Bickett Scholarship
Joseph Award
Joseph E. and DeLois Brown Scholarship
Kettering Medical Center Sponsorship and Grant
Kimberly Kerr Memorial Scholarship in Nursing
Kittyhawk AOC Chapter Scholarship
Kristi Lynn Walborn Award
Lewis P. Gallagher Scholarship
Lillian Kresge Award
Loretta Lawrence Scholarship
Love Pedagogy Scholarship in Music
Madison Caroline Law Memorial Scholarship
Marinus Hazen Jr. Memorial Scholarship
Marlin Rayburn Award
Marvin and Janet Troyer Athletic Scholarship
Melvina & Edward J. Thompson Scholarship
Mendell Beattie Memorial Scholarship
Mephibosheth Scholarship Endowment
Mike and May Shane Scholarship
Minor and Bernice Cross Scholarship Fund
Miriam Maddox Speech Communication Scholarship
Misty Carlson Memorial Scholarship
MK Grant
Morley Halsmith Memorial Scholarship
Nashville Baptist Church Scholarship
Nathan and Hazel Elder Scholarship
Nathan R. Arnold Accounting Scholarship
Navajo Bible Church Scholarship
Nehemiah Engineering Award
Olen Tilma Small Business Scholarship
Pastoral Studies Scholarship
Personnel & Process Solutions, Inc. Scholarship
Philip S. Linder Scholarship
Ralph and Floyd Pfleger Memorial Scholarship
Raymond P. Holland Jr. Engineering Excellence Award
Rev. Henry and Lilian Hutchison Christian Education Scholarship
Reverend Michael Holt Memorial Scholarship
Richard and Mary Olsen Scholarship Fund
Richard C. Davis Family Scholarship
Rietveld Fine Arts Award
Rife Scholarship
Rita G. Patterson Nursing Scholarship
Robert Atkinson Memorial Scholarship
Robert Orr Burns Jr. Scholarship Fund
Rolan David Polsdorfer Electrical Engineering Award
Roloff Incentive Award
Ross and Gladys Campbell Scholarship
Ruby E. Booher Bontrager Memorial Endowed Fund
Ruby Jeremiah Academic Scholarship

Rusty King Memorial Scholarship
 Ruth Counter Klopfenstein, R.N. and A. Rees Klopfenstein, M.D. Nursing Education Endowed Scholarship
 S. Margaret Gallagher Scholarship
 Salt and Light Scholarship
 Sam Lyndon Memorial Scholarship
 Shari Boblitt Family Memorial Award
 Sharon Eimers Award
 Soccer Alumni Fund
 Spiritual Leadership Music Award
 Stephen J. Wildasin Memorial Scholarship
 Stuck Memorial Endowed Grant
 Taylor Scholarship Award
 Tempelhof Organ Scholarship
 Theta Rho Epsilon Scholarship
 Tindall Scholarship
 Wickerham Memorial Endowed Grant
 William and Cora Norman Henry Memorial Scholarship
 William and Jean Meahl Scholarship
 William and Rachel Grapetine Scholarship
 William J. & Nora J. Bolthouse Scholarship
 William M. & Ruth Ann Lewis College Assistance
 William M. Junk & Frances Smith Junk Grant
 Willis F. Early Business Scholarship
 World Missions Scholarship
 Zehr Family Scholarship
 Zondervan/Cedarville University Greek Award



Table 2B-7 Cedarville University Financial Aid – Unmet Need

Unmet Need (<i>PLUS Included</i>)							
Academic Year	Matriculated Headcount	Students with Unmet Need	% with Unmet Need	Total Unmet Need	% Increase	Average Unmet Need	Avg Unmet Need/ COA
1996	2,745	1,210	44.08%	\$6,733,526		\$5,565	42.27%
1997	2,758	1,059	38.40%	\$5,986,735	-11.09%	\$5,653	40.72%
1998	2,814	1,133	40.26%	\$6,424,672	7.32%	\$5,670	38.70%
1999	2,916	1,094	37.52%	\$6,343,196	-1.27%	\$5,798	37.66%
2000	2,992	1,016	33.96%	\$5,933,990	-6.45%	\$5,841	35.72%
2001	3,075	1,028	33.43%	\$6,395,416	7.78%	\$6,221	35.44%
2002	3,094	954	30.83%	\$6,159,677	-3.69%	\$6,457	34.52%
2003	3,140	1,020	32.48%	\$7,353,447	19.38%	\$7,209	36.13%
2004	3,196	998	31.23%	\$7,902,306	7.46%	\$7,918	37.63%
2005	3,236	1,024	31.64%	\$8,495,131	7.50%	\$8,296	37.49%
2006	3,088	1,036	33.55%	\$9,799,930	15.36%	\$9,459	40.41%
10 yr avg			35.38%		2.69%		37.63%
10 yr chng	491	-186		\$1,761,605		\$2,731	

**Closed
Yrs.
1996-
2005**

Table 2B-8 Full-Time Faculty — Percentage of Doctorates

Department	Faculty	Doctorates	Percentage
Athletic Training	3	1	33%
Biblical Education	20	15	75%
Business Admin.	18	12	67%
Communication Arts	17	8	47%
Education	15	12	80%
Engineering	18	15	83%
Exercise & Sport Science	12	3	25%
Language & Lit.	15	7	47%
Music & Art	18	8	44%
Nursing	18	9	50%
Psychology	6	6	100%
Science & Math	25	19	76%
Social Sci. & History	15	9	60%
Totals	200	124	62%

APPENDIX C

Table 2B-9 Student/Faculty Ratios

Year	Student FTE	Faculty FTE	Student/Faculty Ratio
1997-98	2,520	153	16.5-1
1998-99	2,636	153	17.2-1
1999-2000	2,726	158	17.4-1
2000-01	2,735	167	16.4-1
2001-02	2,943	169	17.4-1
2002-03*	2,853	193	14.8-1
2003-04	2,898	200	14.5-1
2004-05	2,931	211	13.9-1
2005-06	2,947	211	14.0-1
2006-07	2,908	211	13.8-1

*switch from quarters to semesters

Figure 2B-10 Faculty Salary Comparisons 1991-1992

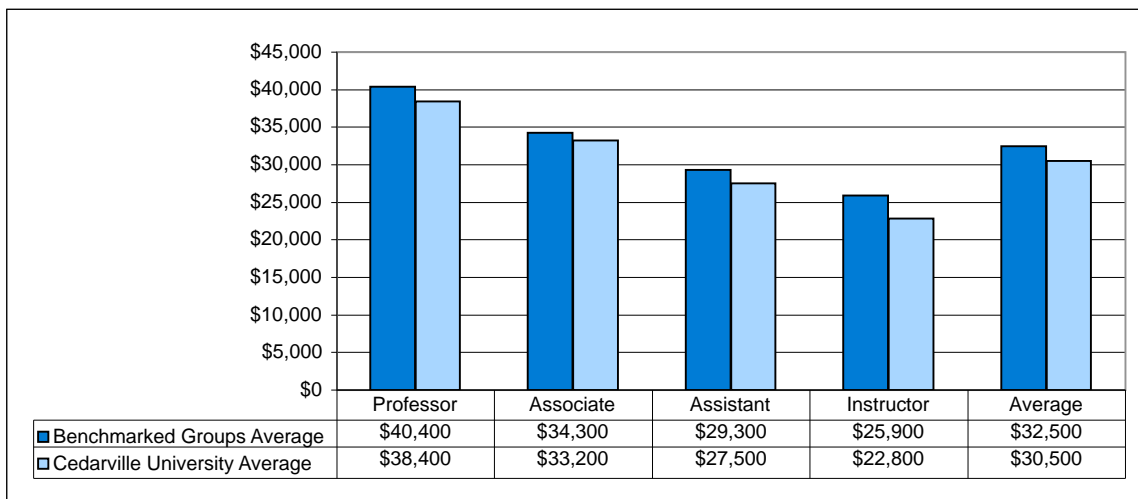




Figure 2B-11 Faculty Salary Comparisons 1996-1997

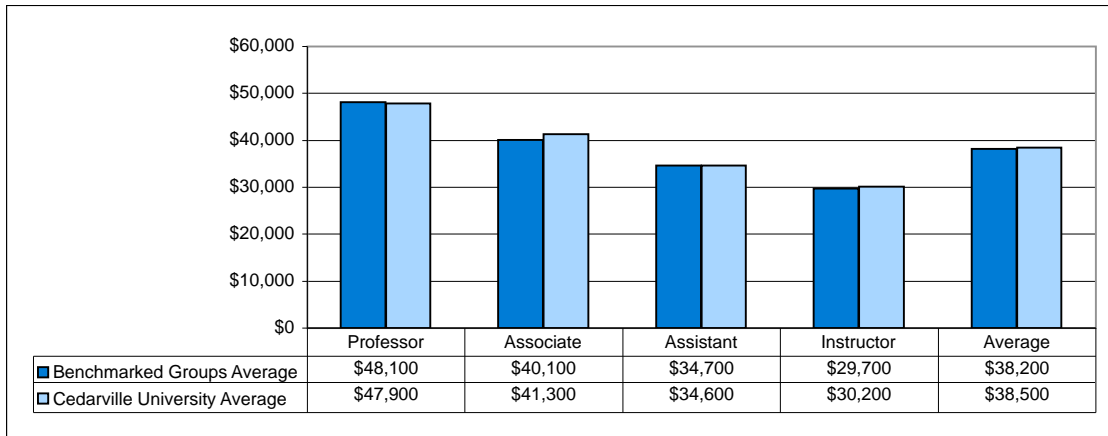


Figure 2B-12 Faculty Salary Comparisons 2004-2005

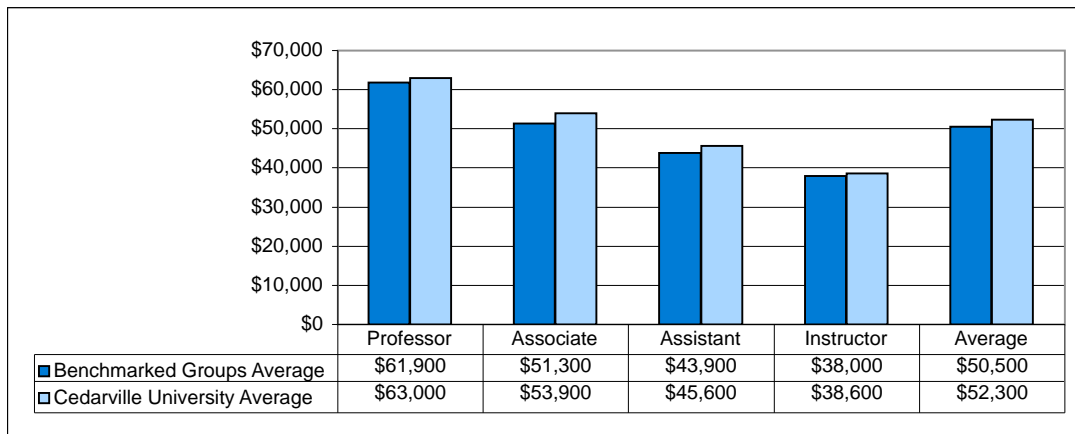




Table 2B-13 CT Workplace Survey “Place to Work” Survey Questions

Question	2003	2004	2005
7. I would recommend the organization to others as a good place to work.	4.46	4.38	4.26
8. I would rate my organization as a superior place to work compared to others.	4.41	4.32	4.16

Table 2B-14 CT Workplace Survey Dimension Summary Results

Category	2003	2004	2005
Attraction & Retention	4.11	4.17	4.09
Motivation & Commitment	4.13	4.00	3.81
Empowerment & Relationships	4.23	4.03	3.97
Rewards & Benefits	4.00	3.87	3.78
Growth & Development	3.82	3.91	3.87
Christian Culture	4.16	4.08	3.84
Total Average	4.08	4.01	3.90



Table 2B-15 Self-Study Individual Survey By Group

Item	Administrators	Faculty	Staff	Adjunct	Total
CU uses its personnel effectively to achieve its mission.	4.09	3.37	3.65	3.91	3.71
Allocation of CU resources demonstrate a commitment to support educational quality.	4.18	3.68	4.09	4.27	3.94

Table 2B-16 Self-Study Individual Survey By Division

Item	Academic	Advancement	Business	Christian Ministries	Enrollment Management	Student Life	Total
CU uses its personnel effectively to achieve its mission.	3.5	3.46	3.47	3.87	3.87	3.89	3.57
Allocation of CU resources demonstrate a commitment to support educational quality.	3.8	3.91	4.11	4.43	4.26	4.18	3.93

APPENDIX C

Table 2C-1 Cedarville University Alumni Survey

Item	Statement	% Agree
4	Library resource support for my information and research needs while at Cedarville University was excellent.	76.86
5	Library staff support for my information and research needs while at Cedarville University was excellent.	59.32
10	The general education courses at Cedarville University made significant contributions to my ability to communicate with others.	64.13
11	The general education courses at Cedarville University helped me to respond to issues in ways that reflect a biblical value system.	83.7
12	My general education courses at Cedarville University increased my critical thinking skills.	76.7
13	My general education courses at Cedarville University helped me gain a good understanding of many subject areas.	79.66
14	My general education courses at Cedarville University helped me to integrate the Christian faith with various parts of my life.	78.73

Figure 2C-2 Student Satisfaction Inventory Survey 2002

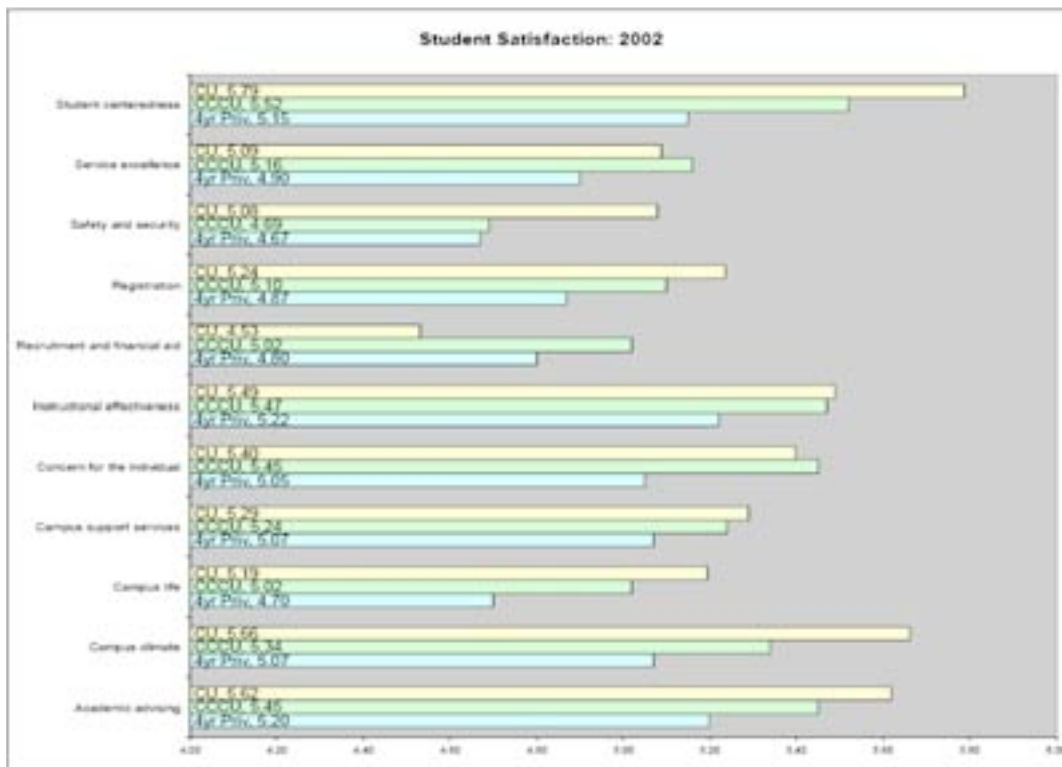




Figure 2C-3 Fundamentals of Engineering Exam Pass Rates

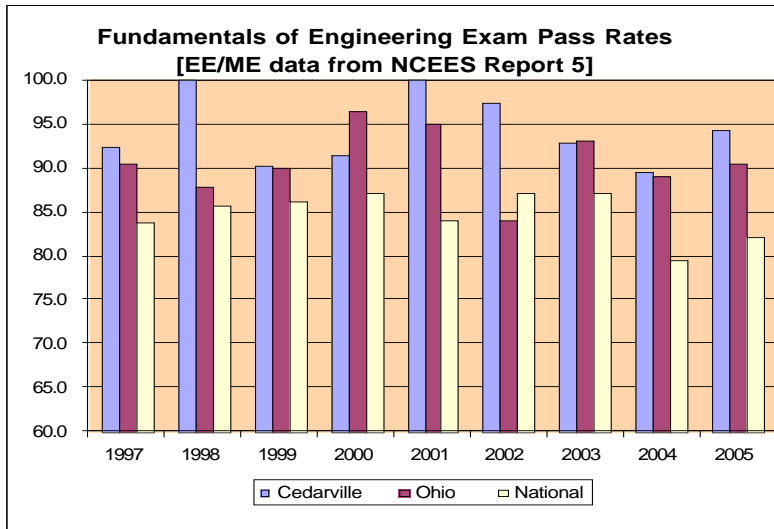


Table 2C-4 Noel-Levitz Student Satisfaction Inventory: Student Life Items

Item	Gap – The number by which the “satisfaction” score is lower than the “importance” score		
	2001	2002	2005
Adequate financial aid is available for most students.	2.92	2.73	2.65*
Counseling staff care about students as individuals.	1.55	1.32	0.32
Staff in the health services area are competent.	1.64	1.66	0.64
Student disciplinary procedures are fair.	1.37	1.49	0.8
Residence hall regulations are reasonable.	1.31	1.39	0.94

*For example: “Importance” score: 6.44; “Satisfaction” score is 3.79

Figure 2C-5 Self-Study Connections

Institutional Research

Questions: Who are we? What are we about?

Purpose: Provide a "big picture" of Cedarville University. Promote understanding of our organization and provide information for decision making.

Primary Characteristics:

- Continuous update process
- Occurs at a general University level
- Goal is description and understanding

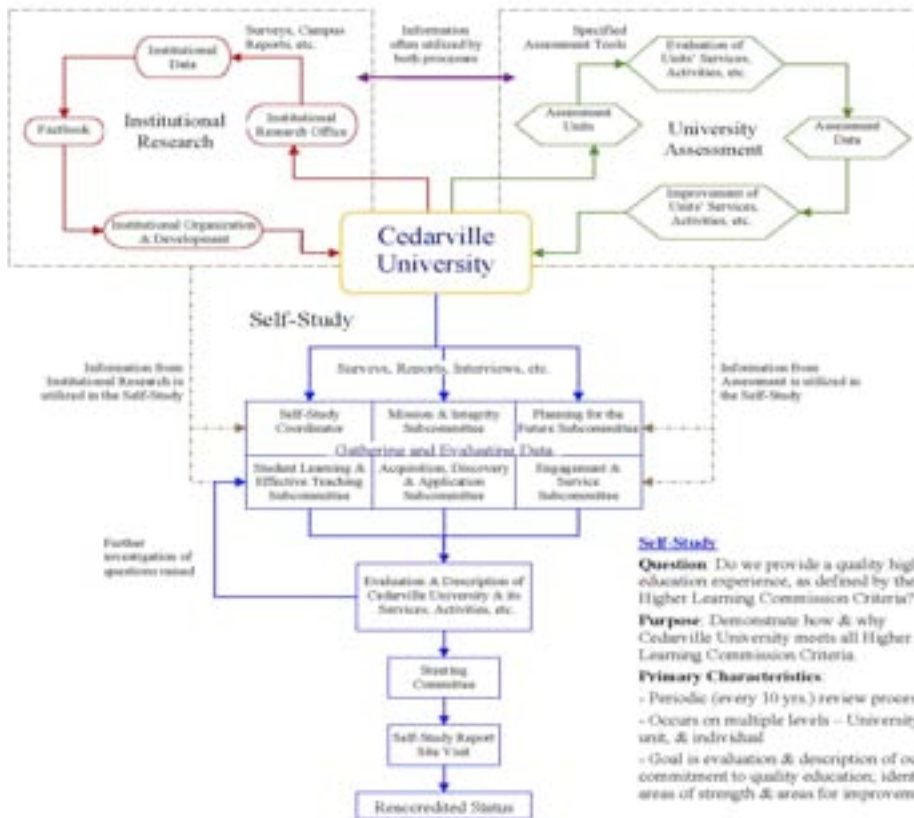
University Assessment

Questions: How well are we doing? Are we accomplishing our goals?

Purpose: Regularly evaluate programs, services, etc., in light of our stated mission and objectives to lead to effective improvements.

Primary Characteristics:

- Continuous evaluation & feedback process
- Occurs specifically at unit levels
- Goal is evaluation & improvement



Self-Study

Question: Do we provide a quality higher education experience, as defined by the Higher Learning Commission Criteria?

Purpose: Demonstrate how & why Cedarville University meets all Higher Learning Commission Criteria.

Primary Characteristics:

- Periodic (every 10 yrs.) review process
- Occurs on multiple levels - University, unit, & individual
- Goal is evaluation & description of our commitment to quality education, identifies areas of strength & areas for improvement



Table 2C-6 University Assessment Committee Membership

# of Members	Representation
5	One representative from each of the five non-academic divisions
4	One representative from each of four schools within the academic division
1	One representative from computer services
1	One representative from Centennial Library
1	One representative from the general education assessment committee
1	Self-study coordinator (ex-officio)

Table 2C-7 Campus-Wide Assessment Efforts Since 1990

Assessment Instruments	Years Completed to Date
Noel-Levitz Student Satisfaction Inventory	1995, 1997, 1998, 1999, 2001, 2002, 2003, 2005
Institutional Priorities Survey	2001, 2003
Cooperative Institutional Research Project Freshmen Survey	1994, 1995, 1996, 2000, 2001, 2002, 2004
National Survey of Student Engagement	2000, 2004
Faculty Survey of Student Engagement	2000, 2004
Council for Christian Colleges and Universities Faculty Survey	1998
Alumni Surveys	2000, 2005, 2006
<i>Christianity Today</i> Workplace Survey	2002, 2003, 2004
Self-Study Unit Report	2005
Self-Study Individual Survey	2005

APPENDIX C



Table 2D-1 Self-Study Individual Survey By Group

Item	Administration	Faculty	Staff	Adjunct	Total
CU planning process links with budgeting	3.27	3.02	3.42	3.64	3.26

Table 2D-2 Self-Study Individual Survey By Primary Division of Work

Item	Academic	Advancement	Business	Christian Ministries	Enrollment Management	Student Life	Total
CU planning process links with budgeting	3.1	3.37	3.33	3.79	3.5	3.73	3.25



Figure 2D-3 Relationship Between Strategic Assumptions, Plans, and Budgets

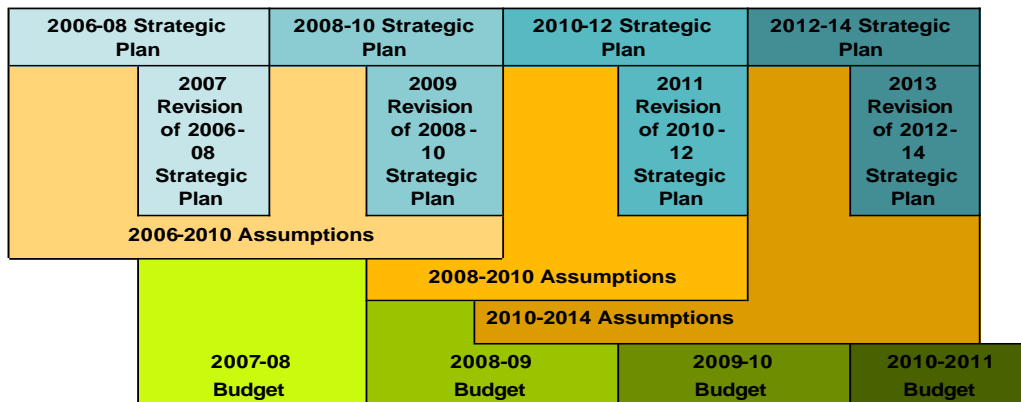
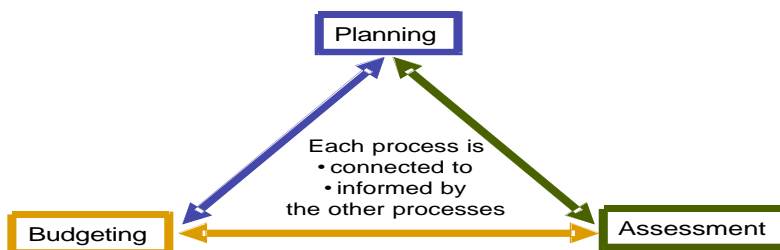


Figure 2D-4 Strategic Planning Connections



List 2D-5 Expanded List of Strengths and Opportunities

Strengths

1. Cedarville University allocates its resources and maintains evaluation and planning processes to allow it to fulfill its mission, improve educational quality, and respond appropriately to future challenges and opportunities.
2. Strategic planning has provided a healthy environment in which the University has been able to offer a breadth of leading-edge programs and opportunities for students.
3. The long history of strategic planning at the University has made the planning process an important part of institutional culture.
4. Strategic thinking by University personnel over the years has allowed the University to be a strategic “opportunist,” moving forward in a timely manner on program and resource innovations.
5. The University campus and its facilities are well-maintained with minimal deferred maintenance.
6. There is no current debt on academic or administrative buildings, while more than \$86,000,000 has been invested in capital projects in the last 10 years.
7. Campus and classroom technology are pervasive and are characterized by high standards and high reliability.
8. The University has a lower discount rate than many competitors, providing a level of pricing flexibility.
9. The University employs a highly qualified and committed administration, faculty, and staff.
10. Faculty and staff salaries are competitive, and the University has consistently provided annual increases in salaries and wages.
11. Significant progress has been made on faculty/student contact with lower faculty/student ratios. This represents a large investment by the University in an appropriate faculty resource.
12. The University has made a concerted effort to improve scholarship endowment to attract key groups of students, resulting in an almost 500% increase in endowed funds in the last 10 years.
13. The University is committed to a satisfying and supportive work environment and strives to provide benefits and resources that contribute to a high level of satisfaction among its employees.
14. The University has instituted the use of a wide range of evaluative instruments, providing broad evaluation of the work, educational, and service environment.
15. Evaluation and assessment are considered important issues for both academic and non-academic departments, and a number of department heads effectively use evaluative tools to improve teaching, service, and communication.
16. The University has openly communicated survey results and candidly shared their implications to its employees.
17. The University evidences a renewed emphasis on continuous improvement through the creation of the University Assessment Committee and the upgrading of the position of director of institutional research and effectiveness, which now reports directly to the president.
18. Each University unit is asked to assess regularly its contribution to the achievement of the University mission and goals.



19. The revised University mission statement more clearly indicates institutional purpose and provides an improved context for mission-driven planning efforts.
20. The redesigned University planning process addresses the needs for administrative leadership, broader participation, institutional direction, more effective cross-divisional communication, and transparent deliberation.

Opportunities

1. The link between planning and budgeting has not always been clear or clearly communicated. It will be critical that the redesigned planning process demonstrate more directly the links among assessment, planning, and budgeting.
2. While the redesigned planning process shows much promise, the University leadership must be able to demonstrate the effectiveness of the process in guiding institutional decisions.
3. While the use of a number of evaluative and assessment tools can be helpful, the University must ensure that there are systematic processes in place to respond to the results and address areas of concern. Failure to do that will discourage continued involvement in completing assessment instruments.
4. Intensive evaluation at all levels can be a time-consuming endeavor. The University will need to demonstrate that comprehensive assessment is a long-term commitment by providing appropriate motivation, support, and accountability.
5. While assessment report data is now readily available for input into the strategic planning process, the link from planning to budgeting is not as clearly visible. As the new strategic planning process unfolds, the University may want to tighten that link.
6. In the face of a tighter economic environment, managing maintenance and facility renewal will be more difficult.
7. While progress is being made on renovating existing student residence halls, the environmental differences between the newer and the older residence halls presents an increasing marketing challenge.
8. Underlying the commitment to remain at the forefront of information technology use in higher education are three issues that represent ongoing concerns:
 - The pressure to adopt appropriate technologies before competitors. As other institutions adopt a similar stance, it will take concerted effort on our part to maintain a leadership position.
 - The desire to have a thorough penetration of the technologies deployed within our educational environment. The typical focus is on technologies which will have broad, practical impact for a wide audience of students, faculty, or staff. Cedarville University cannot afford to lag behind, but it also cannot afford to implement cutting-edge, unproven technologies or to abandon a major technology effort already inaugurated.
 - The goal of being a technology leader must be tempered with realism in regard to benefits from particular technologies and the cost of implementation. The primary focus is to improve education at a reasonable cost, not just to buy technology to gain publicity. Justification for any particular technology project must be based on educational or operational effectiveness.
9. The endowment level is small and forces the University to have a high dependence on student costs for its income, thus placing increased pressure for regular and sometimes more substantial increases in student tuition rates.
10. Though the need gap for financial aid has narrowed, the University is still unable with available financial aid to provide for student unmet financial need at desired levels.



11. While there is good evidence that the University uses its resources effectively to ensure a quality education, the perception among faculty and staff does not always seem to match that reality. There is still some work to do in communicating and demonstrating effective resource use to all the stakeholders and finding the sources of the discontent.
12. Effectively involving a broader spectrum of the University family in the development of planning guidelines (assumptions, limitations, constraints, opportunities) to guide strategic thinking and planning is critical to relevant future thinking. Recent efforts at redesigning this part of the planning process have improved involvement, but more systematic input would advance plan buy-in.
13. A greater commitment to the planning effort would arise from increased efforts at communicating the results of planning to a broader University constituency and demonstrating the correlation to institutional decision-making.
14. While departments across campus scan their fields to keep their programs and policies current, the University may want to do more systematic scanning of competitors to help keep it abreast of developments within Christian higher education.
15. Even with the success in retaining institutional heritage and culture in a dynamic strategic planning environment, the challenge still exists that in trying to respond effectively to the broader educational environment, institutional distinctiveness and community culture will be compromised.



APPENDIX D

Chapter Three — Criterion Three

APPENDIX D

Table 3-1 Average Student GPAs

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Athletic Training*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3.59	3.18
Biblical Education	3.00	3.07	3.12	3.22	3.30	3.20	3.11	3.21	3.24	3.28
Business Administration	3.19	3.11	3.13	3.17	3.20	3.12	3.12	3.00	3.11	3.13
Communication Arts	3.30	3.32	3.34	3.38	3.40	3.34	3.27	3.28	3.25	3.34
Education	3.43	3.56	3.55	3.52	3.50	3.52	3.60	3.62	3.67	3.63
Engineering**	3.05	3.01	3.01	3.17	3.04	3.00	3.01	3.09	3.06	3.08
Exercise & Sport Science	3.52	3.65	3.62	3.63	3.68	3.61	3.63	3.71	3.71	3.67
Language & Literature	3.12	3.24	3.27	3.20	3.42	3.26	3.26	3.29	3.26	3.30
Music & Art	3.15	3.40	3.23	3.09	3.50	3.29	3.38	3.35	3.39	3.51
Nursing	3.06	3.09	3.01	3.17	3.32	2.99	3.39	3.40	3.29	3.31
Psychology	3.10	3.32	3.34	3.38	3.62	3.46	3.23	3.24	3.19	3.10
Science & Math**	2.65	2.75	2.81	2.85	3.04	2.84	2.81	2.86	2.81	2.80
Social Sciences & History	2.94	2.81	2.84	2.79	3.03	2.93	2.91	2.94	3.02	3.08

*In 2004, athletic training became its own department. Previously, its numbers were included in the department of exercise and sport science.

**Computer science moved from science and math to engineering in Fall 2005



Table 3-2 Survey List and Participation

Survey/Assessment Tool	Years
ACT Alumni Survey	2004-2008
ACT Institutional Data Questionnaire	1995-2006
AICUO (Association of Independent Colleges & Universities in Ohio)	1995-2006
American Universities & Colleges	1996
Barron's Survey	1995-2006
Cass & Birnbaum	1995
CCCU (Council for Christian Colleges and Universities) Retention and Graduation Rates	1996, 1997, 2000, 2001, 2002, 2005
<i>Christianity Today</i> Workplace Survey	2003-2005
Chronicle Guidance	1995-2006
CIRP (Cooperative Institutional Research Program)	1995, 1996, 1998, 2000, 2002, 2004, 2006
College Student Beliefs and Values Survey	1996
CollegeBoard Survey	1995-2006
Collegiate Assessment of Academic Proficiency (CAAP)	1997, 2001, 2005
CSRDE (Consortium for Student Retention Data Exchange)	1996-2006
Cooperative Institutional Research Program Freshman Survey	1997, 2000, 2002, 2004, 2006
Council of Independent Colleges	1996
Distance Learning Survey	1998
Faculty Survey of Student Engagement	1995, 1997
Foundation for Independent Higher Education	1995
HERI Registrar Survey	1998, 2000
Higher Learning Commission	2003
Institutional Priorities Survey*	1997, 2001, 2005
Institutional Research & Evaluation	1996
IPEDS (Integrated Postsecondary Education Data System)	1995-2006
NAIA (National Association of Intercollegiate Athletics)	1999-2001
National Study on Continuing Education	2003-2004
National Survey of Student Engagement	2004
Noel-Levitz Student Satisfaction Inventory*	2001, 2002
North Central Association Survey	2004-2005
OFIC (Ohio Foundation of Independent Colleges)	2000-2006
Peterson's Graduate Survey	2004
Peterson's Nursing Survey	1999, 2002-2004
Peterson's Survey	1995-2006
<i>The Princeton Review</i>	1998-2006
Spiritual Well-Being (Student Survey)	1997
Student Satisfaction Survey	1997, 2001, 2005
Students with Disabilities Survey	1997
Study Abroad Survey	1997
U.S. Department of Education	1995, 2003, 2004
<i>U.S. News & World Report</i>	1995-2006
WCDR Listener Survey	2005
Wintergreen/Orchard House	1995-2001

*The CAP is the IPS and the SSI Surveys.

APPENDIX D

List 3A-2 Departmental Objectives Related to Graduate School

Department	Objective(s)
Language and Literature	"... students will know the writers, works, facts, and ideas that are necessary for graduate study in their fields." ¹
Social Sciences and History	"Social sciences and history students will participate in graduate study and/or practice as professionals in public and private professions."
Biblical Education	"Bible majors will be able to know the facts, theories, and languages that are necessary for entrance into graduate/seminary programs and evaluate scholarly materials from a biblical worldview." ²
Science and Mathematics	"Students will be prepared for graduate study or further professional study."

1 - Objective #4, University Assessment Report 2004-2005

2 - Objective #3, University Assessment Report 2004-2005

Table 3A-3 Cedarville University Program Accreditation

Program	Accrediting/Credentialing Body
Department of Business Administration	Association of Collegiate Business Schools and Programs (ACBSP)
BA in Education	Ohio Department of Education (Conditional – Under Appeal – 2006) Association of Christian Schools International (ACSI)
BA in Bible Teacher Education	ACSI (Integrated Bible)
BSEE (Electrical Engineering)	Accrediting Board for Engineering and Technology (ABET)
BSME (Mechanical Engineering)	Accrediting Board for Engineering and Technology (ABET)
Music Programs	National Association of Schools of Music (NASM)
BS in Social Work	Council on Social Work Education (CSWE)
BA in Athletic Training	Commission of Accreditation of Allied Health Education Programs (CAAHEP)
BSN (Nursing)	Commission on Collegiate Nursing Education (CCNE) Ohio Board of Regents Ohio Board of Nursing
EMT-Basic (Continuing Education)	Ohio Department of Public Safety



Figure 3A-6 Strategic Planning Connections

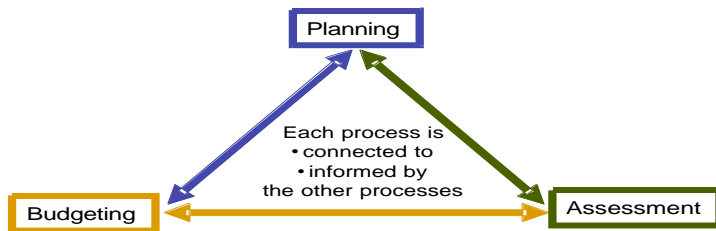


Figure 3A-7 Relationship Between Strategic Assumptions, Plans, and Budgets

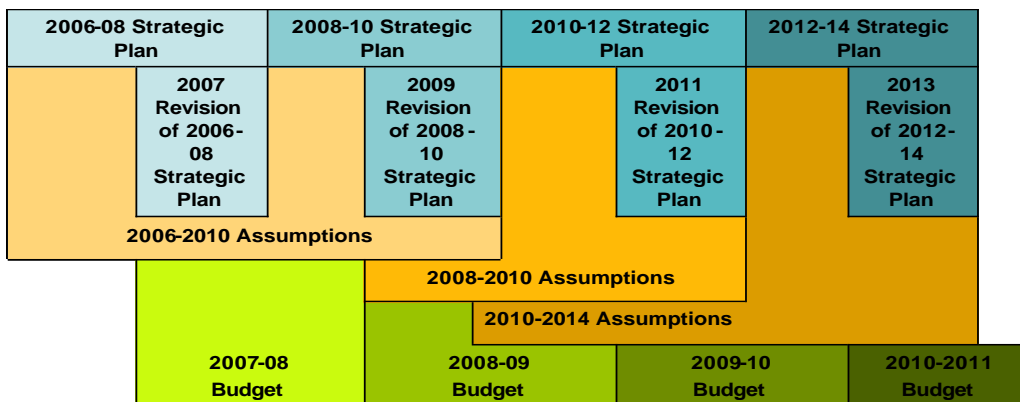


Table 3A-8 Select Academic Committees

Committee	Membership	Function
Faculty Academic Advisory Committee	Representative from each department in the Academic Division and the library	Advises the academic vice president concerning the academic calendar, touring groups, field trips, special athletic events, and other academic matters that impact student learning
General Education Assessment Committee	Representatives from each department that offers general education courses	Reports to the academic vice president on assessment of the liberal arts core requirements
Summer School Committee		Advises the director of summer school on matters of summer school policy and programming
University Curriculum Committee	Academic vice president (chair), 2 deans (appointed by the academic vice president), 2 department chairs (appointed by the academic vice president), 2 faculty members from the School of ENS (each from different departments), 2 faculty members from the School of HFAB (each from different departments), 1 faculty member from the School of HHP, 2 faculty members from the School of SSPS (each from different departments), 1 librarian (non-voting member, appointed by dean of library services), the registrar (non-voting member), and assistant to registrar (committee secretary, non-voting member)	Acts on curricular items and recommends program policy

List 3B-1 Cedarville University Network Features

Pentium or AMD computers	512 MB or more of RAM
	Hard disk drive
	DVD/CD-RW drive
	USB ports
	Ethernet interface
	Monitor
More than 150 software packages on CedarNet	General packages like Microsoft Word
	Specific applications like A.D.A.M. anatomy software
	Special-purpose software (and hardware) for graphics production



Table 3B-2 Faculty Computer Training Sessions

Year	# Faculty	# Sessions Attended	Average Sessions/Faculty
2003-2004	49	158	3.2
2004-2005	46	188	4.1

List 3B-3 Departmental Equipment

Engineering Equipment	Fluids lab with an 18-inch cross-section wind tunnel
	Heat transfer, refrigeration, and materials testing machinery
	Internal combustion engine dynamometers
	CNC manufacturing
	Vibrations, dynamics, and electronic machines
	Feedback controls
	Surface-mount soldering apparatus
	Parallel computing cluster
	Extensive PC-based laboratories in which the students use computer-based circuit design, 3-D solid modeling, FEA, CFD, CNC, and industry-standard IDE software. ¹
	1 - Catalog, pg. 91
Science & Mathematics Equipment	60 MHz ¹ H nuclear magnetic resonance spectrometer
	90 MHz multi-nucleus Fourier Transform nuclear magnetic resonance spectrometer
	Mass spectrometer – gas chromatograph
	Electrochemical workstation
	Fourier Transform infrared spectrometer
	UV-vis spectrophotometer
	Fluorimeter
	Atomic absorption spectrophotometer
	Digital light microscopy lab

APPENDIX D



Table 3B-4 Faculty Awards

Award	Selection Process	Recognition
Faculty Member of the Year	Chosen by students representing each department	Monetary and plaque
Integration of Faith and Learning	Chosen by a faculty committee	\$1,000
Faculty Innovator of the Year	Chosen by department chair committee	\$750
Faculty Teaching Effectiveness	Chosen by deans council (one with 1-10 years service, one 11-20 years, one 21 years and up)	\$750
Faculty Advisor	Chosen by administrative council	\$750
Dean's Service Awards	Chosen by deans council (one with 1-10 years service, one 11-20 years, one 21 years and up)	\$500
Faculty Scholar of the Year	Chosen by Faculty Committee to the President (FCP)	\$1,000
Gateway Award for Outstanding Support of Students with Disabilities	Selected by academic assistance office	Plaque
Gateway Award for Outstanding Academic Support for All Students	Selected by academic assistance office	Plaque

List 3B-5 General Education IDEA Integration Questions, Fall 2005

Integration Question	Average Rating
Increased awareness of integration	4.0
Encouraged growth in Christian character	4.0
Stimulate to continue integration	4.0
Integrate with other disciplines	3.9

*All scores based on a five-point scale.



Table 3B-6 Selected Faculty Paper Presentations

Faculty	Venue	Dates	Location
Dr. Darrin Frey, Associate Professor of Mathematics	Centre Interfacultaire Bernoulli, Ecole Polytechnique Federale de Lausanne	June 13-17, 2005	Lausanne, Switzerland
	Mathematisches Forschungsinstitut Oberwolfach	November 20-26, 2005	Oberwolfach, Germany
Dr. Franco Gandolfi, Associate Professor of International Business	1 st International Conference on Business, Management, and Economics in a Changing World	June 16-19, 2005	Cesme, Turkey
	19 th Australia and New Zealand Academy of Management (ANZAM) Conference	December 7-10, 2005	Canberra, Australia
Dr. David Hoffeditz, Associate Professor of Bible and Greek	Symposium on Mediterranean Archaeology	March 8-11, 2006	Ankara, Turkey
Dr. Daniel Estes, Distinguished Professor of Bible	University of Cambridge	May 17, 2006	Cambridge, UK

Table 3B-7 Recent Examples of Faculty Leave

Faculty	Activity	Dates
Dr. Andrew Wiseman, Assistant Professor of Spanish	State Department Fellow	2006-07 academic year
Dr. Daniel Estes, Distinguished Professor of Bible	Book-writing	Spring 2005
Dr. Gregory Couser, Professor of Bible and Greek	Tyndale House Fellow	Fall 2004
Dr. Darrin Frey, Associate Professor of Mathematics	Deep math thinking	Fall 2003
Dr. Mark McClain, Associate Professor of Chemistry	National Research Council Senior Research Associate	2003-04 academic year
Dr. Andrew Wiseman, Assistant Professor of Spanish	Fulbright Scholar	2003-04 academic year
Ms. Janice Bosma, Associate Professor of Library Science	Development of village library	Fall 2002

List 3C-1 Assessment of University Objectives

Objective #1 Strengthened and integrated faith

Cedarville University freshmen and seniors report higher levels of growth in spiritual development (e.g., personally meaningful relationship with God, worshipping God in meaningful ways) and in worldview development (e.g., lifestyle influenced by and more consistent with a Christian worldview, awareness of values, holding to convictions) compared to their CCCU peers.¹ According to the Student Life Annual Report, 91% of students reported that the atmosphere on campus encourages spiritual growth.

Cedarville University alumni report greater institutional impact (compared to national norms) on living their personal and professional lives according to their beliefs.²

As part of the 2004-2005 University Assessment Report, the department of biblical education evaluated its performance against their objective that Bible minors and majors “be able to understand foundational theological concepts as developed through Scripture.”³ The designated benchmark was not achieved in this area, according to the results of a WebCT assessment instrument. The department plans to meet and determine how to better achieve this goal and to re-evaluate the WebCT assessment instrument itself.

Objective #2 Growth in Christian character and commitment

Cedarville University freshmen and seniors, as compared to freshmen and seniors at other CCCU institutions, report more time spent participating in spiritual enhancement activities (worship, meditation on God’s Word, prayer, etc.), a greater emphasis in contributing to the welfare of their community, and greater encouragement to develop a personal code of values and ethics at Cedarville.⁴ Cedarville students consistently list the opportunity for spiritual growth as their number one priority; SSI data confirm that Cedarville University students are very satisfied with opportunities at Cedarville University.⁵ Cedarville University students ranked higher than other students on the Spirituality in Higher Education study in three areas: 1) religious commitment, 2) religious engagement, and 3) religious/social conservatism.⁶

Objective #3 Increased cultural awareness and ability for engagement

Cedarville University freshmen (FY) and seniors (SR) report higher (FY) or comparable (SR) growth in solving complex real-world problems than CCCU peers report.⁷ Alumni rate Cedarville above national norms concerning the institution’s impact on their appreciation and exercise of citizenship rights, responsibilities, and privileges.⁸ Assessment by the general education unit will evaluate integration in 2005-2006 as reflected in student ability “to develop a worldview that will inform choices about issues of personal and public importance.”

Objective #4 Sound reasoning

Cedarville University freshmen and seniors rated Cedarville higher than CCCU students rated their institutions concerning institutional encouragement of critical and analytical thinking as well as being offered academic experiences that led to evaluating information, arguments, or methods of reaching conclusions.⁹ Compared to the national norms, alumni report much higher institutional impact on ability to think objectively and on beliefs, attitudes, and values.¹⁰ Additional assessment by the general education unit will evaluate critical thinking problem-solving in 2005-2006 as reflected in student ability “to identify and clearly define a problem, gather and analyze appropriate information, and use valid reasoning to solve the problem.”

Objective #5 Skills in communication

Students from many departments have been successful in communication competitions. Cedarville University’s debate team was ranked in the top 10% nationally by the National Parliamentary Debate Association for 2004-2005, winning first place honors at the Western Kentucky University (Oct. 2005) and Berea College (Nov. 2005) tournaments. The debate team received a year-end award for the 2005-2006 season at the National Parliamentary Debate Association (NPDA) National Debate Tournament in Corvallis, Oregon. This award was due to the team’s 14th place rank among approximately 400 member schools of the NPDA. The current placement betters the team’s previous rankings of 40th in 2005 and 72nd in 2004. In addition to receiving this recognition, the team received the top ranking within



NPDA for the State of Ohio, for Cedarville's five-state district, and among institutions affiliated with the Council for Christian Colleges and Universities (CCCCU).

Cedarville University's forensic team was recognized as state champion in 2005 for the fourth consecutive year¹¹ and took second place at The Ohio State University's Holiday Frolic Tournament.¹² As part of the general education experience, alumni report that the impact of the school experience at Cedarville University in recognizing and using effective written and verbal communication skills is at or above the national norm.¹³

Objective #6 Graduate school and vocational preparation

Cedarville University graduates are successful in pursuing further education. According to the 2005 Alumni Outcomes Survey, Cedarville University graduates are more satisfied with preparation for further academic study than the national average. The medical school acceptance rate for Cedarville University graduates (81% running average for 2000-2004) is consistently well above the national average (50-55%), partly as a result of strong MCAT scores (Premedical Graduate Preparation Statistics). LSAT scores are very strong as well with average performance at the 70th percentile for 2003-2004 (nine students) and 80th for 2004-2005 (three students).

Objective #7 Growth in avocational and cultural activities

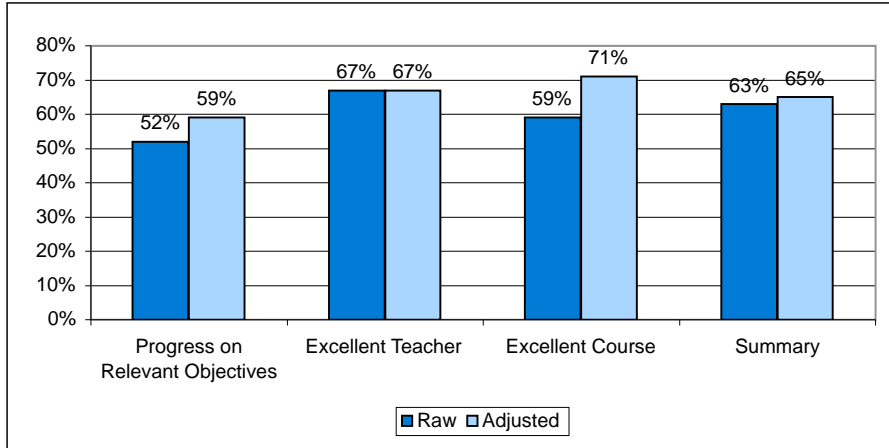
Cedarville University freshmen and seniors report greater likelihood of attending an art exhibit, gallery, play, dance, or other theatre performance than their peers report.¹⁴ Cedarville University freshmen and seniors report more time exercising and/or participating in physical fitness activities than their peers report.¹⁵ Cedarville University freshmen and seniors report comparable time spent participating in co-curricular activities than peers.¹⁶ Alumni report a greater institutional impact for understanding and appreciating art, music, and literature.¹⁷

Endnotes

1. NSSE 2004.
2. Alumni Outcomes Survey 2005.
3. University Assessment Report Part #2 2004-2005.
4. NSSE 2004.
5. Selected Analysis of Noel-Levitz Student Satisfaction Inventory 1995-2005.
6. University Assessment Report 2004-2005 – Part 3: Selected Survey Results, p. 70.
7. NSSE 2004.
8. Alumni Outcomes Survey 2005.
9. NSSE 2004.
10. Alumni Outcomes Survey 2005.
11. Cedarville University Public Relations News Release 15 March 2005.
12. Cedarville University Public Relations News Release 13 December 2005.
13. Alumni Outcomes Survey
14. NSSE 2004 vs. performance of CCCC, four-year colleges, and NSSE sample.
15. NSSE 2004 vs. performance of CCCC, four-year colleges, and NSSE sample.
16. NSSE 2004 vs. performance of CCCC, four-year colleges, and NSSE sample.
17. Alumni Outcomes Survey 2005.

APPENDIX D

Figure 3C-2 Percent of Classes At or Above the IDEA Database Average



List 3C-3 Selected NSSE Results

Freshmen	Perceived the institution as emphasizing spending significant amounts of time on academic work
	Spent greater amounts of time preparing for class
	Received higher levels of support for both academic and non-academic responsibilities in order to succeed academically
	Integrated ideas from various sources
	Reported that their examinations challenged them to do their best
	Are encouraged to think critically
	Are encouraged to learn effectively on their own
Both Seniors and Freshmen	Reported greater opportunities to participate in academic experiences which lead them to make judgments about the value of information, arguments, or methods for reaching conclusions
	Reported greater likelihood to participate in theatre performances, personal exercise/fitness, and to engage in activities that enhance their spirituality
	Reported having a greater likelihood of working with classmates outside of class to prepare for a class assignment
	Were more likely to use electronic media to discuss and complete assignments
	Reported higher attendance at campus events and activities
	Reported higher levels of satisfaction with the overall educational experience and indicated there is a greater likelihood of choosing Cedarville if they were to start all over again



Figure 3D-2 LibQUAL+ 2002: Gap Between Desired and Perceived

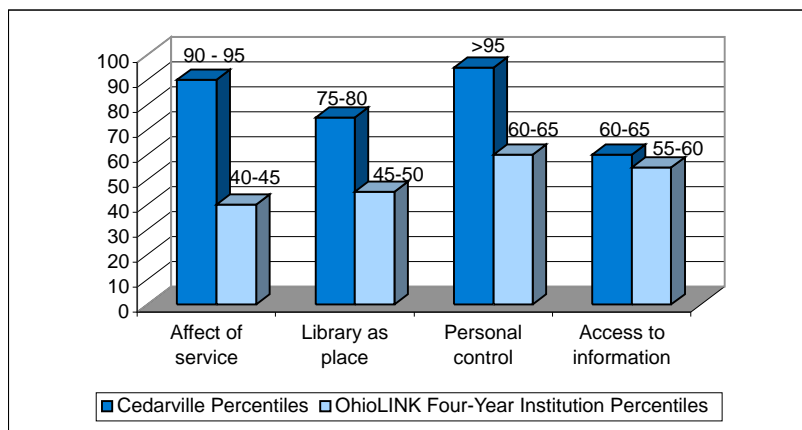
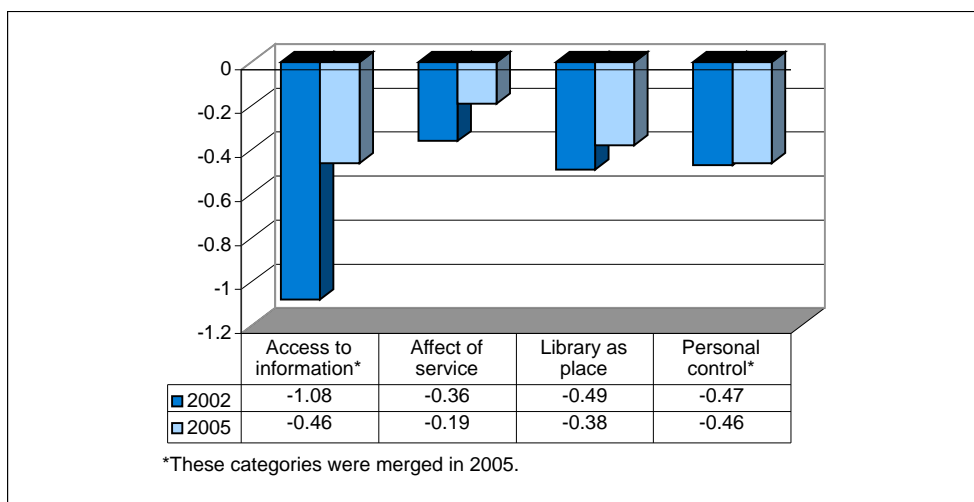


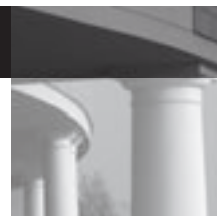
Figure 3D-3 Difference Between Desired and Perceived Level of Services



List 3D-4 Expanded List of Strengths and Opportunities

Strengths

1. In the midst of significant academic transitions in the University calendar and administrative leadership, Cedarville University has successfully cultivated a culture of assessment. The 2004-2005 Assessment Report (Part I, p. 3) indicates broad participation (80%) in the first cycle and significant progress in sustaining campus-wide assessment.
2. A number of ongoing assessment activities have been grouped and coupled to a comprehensive assessment process that informs strategic planning and budgeting.
3. Cedarville University has transparently communicated survey results and their implications both internally and externally.
4. Strong administrative support for technology is clearly evident as demonstrated by a substantial investment in equipment, personnel, space, and training opportunities.
5. Integration of biblical truth is emphasized throughout the general education program and emphasized in the Bible minor.
6. A formal systematic procedure of student feedback to faculty occurs every semester for all faculty.
7. Evaluation of faculty performance is taken seriously — it is an integral part of the tenure and promotion procedures.
8. Evaluation of faculty includes the writing of a document explaining the relation of biblical conceptions to one's academic discipline (a mission-driven procedure).
9. Excellent teaching is recognized in a variety of ways.
10. Cedarville University encourages teaching effectiveness through orientation of new faculty and various theological and pedagogical training sessions.
11. Cedarville University supports professional development through financial support for conference attendance and research, particularly that which involves the integration of faith, learning, and life.
12. The University has identified specific initiatives that drive the overall teaching and learning experience. Cedarville also identified specific assessment tools that are designed to determine annually if the objectives are being met.
13. Cedarville engages in regular program assessment. The University continues to collect, analyze, and act on the data that has been gathered.
14. Cedarville highly values the effectiveness of all professors; therefore, new faculty members experience an organized program of orientation to the teaching and learning process at the University.
15. The Center for Teaching and Learning will be an asset to the development of excellence in teaching and learning.
16. Because of the new at-risk reporting system, advisors are better informed concerning student academic progress.
17. The NSSE indicates that Cedarville University students are highly satisfied with the quality of their academic advising.



18. Cedarville University provides a variety of learning environments which allow the University to fulfill its mission. As needs change, and as student numbers grow, the University will need to maintain its commitment to updating and expanding facilities in order to carry on its tradition of excellence. Historically, Cedarville University has done an admirable job of retrofitting facilities to meet current needs. This trend needs to continue, and the use of an accessibility consultant should be considered.
19. The Centennial Library provides information and support to students and faculty as they seek to learn and grow. Online access to materials has become increasingly important and has allowed instant access to information previously available only by InterLibrary Loan. Maintaining and even enhancing this access through OhioLink and other available means should continue to be a goal of Cedarville University.
20. The academic assistance center was recently provided full-time staff and has made a significant impact in a short time. As students and faculty become aware of all it can do, the academic assistance center will increase its assistance to faculty in effectively teaching students.

Opportunities

1. In most disciplines, undergraduate research experiences are not merely value-added perks of an outstanding education, but necessary preparation to compete successfully in the job market or at graduate school. Cedarville University should consider the role of scholarship at the University more fully as well as providing appropriate facilities and release time for mentors.
2. Cedarville University faculty currently involve students in scholarly activities, including conference presentations and peer-reviewed, publishable activities. Many majors already require research, in some form, prior to graduation in response to expectations from the job market and graduate schools. Future facility improvements need to reflect an increasing commitment to research opportunities for Cedarville University students.
3. Cedarville University provides many experiences for students in special-purpose facilities. A continuing commitment to upgrade and expand existing facilities will be required in order to maintain standards of excellence in education. Such renovations should continue to be done with the needs of disabled students in mind.
4. Cedarville University offers students exposure to the real world in terms of internships, field experiences, and other opportunities. Academic departments and career services should continue to work together on behalf of our students.
5. Mediated learning provides new challenges and opportunities for teaching and learning in a technological age. As more Cedarville University faculty begin using mediated environments in lieu of the traditional classroom experience or to supplement the traditional classroom, training and technical support will be required. Cedarville University must remain committed to excellence in this important learning environment, just as we strive for excellence in our other academic resources.
6. The administrative council values the library and has committed to increasing its funds, as the budget allows, so the library can be current with its electronic and paper resources. The library encourages faculty and departments to make requests for resources, but some faculty are reluctant to recommend materials for the library to purchase. Broader faculty participation in acquisition recommendations would enhance the Centennial Library collection advancement.
7. There are some challenges in creating and sustaining a strong assessment effort. There is faculty concern regarding the issue of time and workload.
8. In response to student perceptions, Cedarville University must find ways to make senior level courses more demanding and better communicate the availability of student support services for senior students.

9. Faculty have different perceptions for what assessment is and need to see the process as one that is positive and creates a better teaching and learning environment.
10. Some assessment findings related to the general assessment courses suggest a need for revision and an emphasis on rigor. While the results are limited and mixed, the University Strategic Plan call for review of the general education curriculum will provide an opportunity to evaluate how well we are meeting our objectives in that area.
11. A challenge regarding program assessment is the tension between using quantitative versus qualitative data to measure outcomes. Both are appropriate, but their differences much be understood. A system needs to be developed and implemented that brings together these different ways of looking at the data within the broader assessment program.
12. Cedarville University lacks a structured advising system. The University is currently exploring improvements in the system which would include better communication among academic schools, identifying clear and appropriate expectations, and training for advisors. The academic strategy report addresses and proposes a future system for improved faculty advising.
13. Having technology does not automatically translate into using it effectively. The improved assessment process should assist in identifying specific areas of disconnect between technology utilization and student learning. The Center for Teaching and Learning will provide the University with a significant resource to bridge those gaps and promote the effective use of technology.
14. Consistently developing skill in effective integration of biblical truth with their specific discipline throughout faculty tenure should be an institutional goal. A formal series of doctrinal training sessions have been developed and offered in the spring of 2006 with attendance expected for all second and third year faculty. The ongoing review process for non-tenured faculty recently implemented could be expanded to include post-tenure review of all faculty.
15. While Cedarville supports faculty development, it should consider placing more emphasis on scholarship. The University should highlight its support of scholarship in a key initiative of the academic strategic plan, find additional resources to support research, and consider creative means to allow faculty release time to pursue projects.
16. Faculty and staff support continuous improvement as faithful stewards of God's resources. Systems and structures for a long-term culture of assessment need to be identified and implemented.
17. Cedarville University has utilized some assessment instruments in the past without a traceable institutional response. Since faculty and staff are investing significant time in the development and implementation of the comprehensive assessment effort, Cedarville University should enhance its communication of responses to public reports to fulfill our mission, engage constructive criticism, and maintain assessment integrity.
18. As full-cycle assessment and planning occurs, Cedarville University will want to continue to examine the administrative structure that directs these activities. As the tasks become more complicated and demanding, the University may want to consider distributing the responsibilities to two or more people.



APPENDIX E

Chapter Four — Criterion Four

List 4A-1 Student Awards

Scholarship Name	Award Amount
AFCEA Scholarship	\$2,500.00
AFCEA Scholarship	\$2,500.00
African/African-American Nursing Student Scholarship	\$2,875.00
Al & Joanna Stevens Scholarship	\$2,500.00
Al & Joanna Stevens Scholarship	\$2,500.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Scholarship and Grant	\$1,000.00
Alumni Softball Scholarship	\$3,000.00
Alumni Spanish Majors Scholarship	\$1,000.00
Alvin and June Perry Scholarship	\$1,150.00
Alvin and June Perry Scholarship	\$1,150.00
Alvin and June Perry Scholarship	\$1,150.00
Amstutz Management-Sales Award	\$650.00
Amstutz Nursing Award	\$650.00
Anderson Family Scholarship	\$1,450.00
Anonymous FFC Scholarship	\$4,500.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$1,250.00
Anonymous FFC Scholarship	\$1,250.00
Anonymous FFC Scholarship	\$1,250.00
Anonymous FFC Scholarship	\$1,250.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$4,500.00
Anonymous FFC Scholarship	\$5,500.00
Anonymous FFC Scholarship	\$3,500.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$3,000.00
Anonymous FFC Scholarship	\$5,500.00
Anonymous FFC Scholarship	\$4,000.00
Anonymous FFC Scholarship	\$5,000.00
Arline Littleton Autio Award	\$600.00
Armstrong Family Memorial Scholarship	\$1,140.00
Armstrong Family Memorial Scholarship	\$1,140.00
Austin Elmore Award	\$250.00



Scholarship Name	Award Amount
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$1,500.00
Autio Family Scholarship	\$0.00
Bartlett Family Early Childhood Education Scholarship	\$1,000.00
Bartlett Family Nursing Scholarship	\$1,000.00
Bartlett Family Technical & Professional Communications Scholarship	\$1,000.00
Bea Holmes Nursing Scholarship	\$2,100.00
Bea Holmes Nursing Scholarship	\$2,100.00
Bea Holmes Nursing Scholarship	\$2,100.00
Bea Holmes Nursing Scholarship	\$2,100.00
Bea Holmes Nursing Scholarship	\$2,100.00
Betty J. Early General Scholarship	\$1,800.00
Boyd Accounting Award	\$180.00
Burris Logistics Computer Science Award	\$1,250.00
C. Eugene Walker, Ph.D. Psychology Award	\$325.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cal Thomas Scholarship Fund	\$2,500.00
Cedarville University General Endowment Funds	\$11,040.00
Cedarville University General Endowment Funds	\$2,500.00
Cedarville University General Endowment Funds	\$6,000.00
Cedarville University General Endowment Funds	\$6,000.00
Cedarville University General Endowment Funds	\$8,360.00
Cedarville University General Endowment Funds	\$5,000.00
Cedarville University General Endowment Funds	\$2,000.00
Cedarville University General Endowment Funds	\$11,040.00
Cedarville University General Endowment Funds	\$2,500.00
Cedarville University General Endowment Funds	\$2,500.00
CFA Networks Excellence in Technology Scholarship	\$1,000.00
Charles & Margaret Clevenger Piano Award	\$1,000.00
Christian Education Scholarship	\$3,200.00
Christian Education Scholarship	\$3,200.00
Christian Ministry Scholarship	\$750.00
Christian Ministry Scholarship	\$750.00
Christian Ministry Scholarship	\$1,550.00
Clara Monzelle Milner Award	\$250.00
Compton/Knight Family Music Scholarship	\$1,000.00
Criminal Justice Scholarship	\$1,570.00

APPENDIX E

Scholarship Name	Award Amount
Dan Poole Broadcasting Award	\$1,500.00
Daniel Award	\$5,000.00
Dave Jones Memorial Soccer Award	\$600.00
Dave Jones Memorial Soccer Award	\$600.00
David G. Canine Award	\$600.00
David H. and Edith W. Clark Scholarship	\$1,450.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$1,250.00
David H. and Edith W. Clark Scholarship	\$1,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$1,500.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$1,500.00
David H. and Edith W. Clark Scholarship	\$1,500.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$1,800.00
David H. and Edith W. Clark Scholarship	\$1,500.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David H. and Edith W. Clark Scholarship	\$2,000.00
David W. Stahl Memorial Scholarship	\$100.00
Deborah Bush Haffey Intercollegiate Debate Scholarship	\$1,700.00
DeLois C. Brown Family Love Scholarship	\$1,550.00
DeLois C. Brown Family Love Scholarship	\$1,550.00
Derek Richardson Memorial Scholarship Fund	\$1,150.00
Dolph and Brown Psychology Award	\$525.00
Dolph and Brown Psychology Award	\$525.00
Don and Peg Rickard MK Scholarship	\$690.00
Donna Purple Memorial Award in Education	\$1,100.00
Dorothy Hilma Leininger Nursing Scholarship	\$4,000.00
Dr. and Mrs. Duane Wood Family Award	\$750.00
Dr. and Mrs. Duane Wood Family Award	\$750.00
Dr. and Mrs. Merlin Ager Education Award	\$740.00
Dr. and Mrs. R.G. Kennedy Endowed Scholarship	\$700.00
Dr. Charles Ellington Church Music & Worship	\$1,000.00
Dr. Clifford W. Fawcett Business Faculty Senior Scholar Award	\$600.00
Dr. Daniel C. Stevens Memorial Scholarship	\$300.00
Dr. Donald Tyler Scholarship	\$2,800.00
Dr. Joseph Halsey Award	\$500.00
Dr. Robert & Myrtle Hutchinson Scholarship	\$3,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00



Scholarship Name	Award Amount
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$1,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dr. Warren G. Elliott Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,500.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$1,500.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,500.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,500.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$2,000.00
Dwight L. Morris and Marguerite J. Morris Scholarship	\$1,000.00
Edith Hart Milner Award	\$250.00
Edmund Burke Award	\$160.00
Edward B. Holmes Engineering Scholarship	\$2,625.00
Edward B. Holmes Engineering Scholarship	\$2,625.00
Edward B. Holmes Engineering Scholarship	\$2,625.00
Edward B. Holmes Engineering Scholarship	\$2,625.00
Erich W. Ebert Award	\$600.00
Ervin J. Nutter Memorial Scholarship	\$1,400.00
Ervin J. Nutter Memorial Scholarship	\$1,000.00
Ervin J. Nutter Memorial Scholarship	\$1,400.00
Esther C. Gilbertson-Stone Scholarship	\$1,900.00
Esther C. Gilbertson-Stone Scholarship	\$2,000.00
Fellowship Baptist Church Scholarship	\$1,650.00
Fellowship Baptist Church Scholarship	\$1,650.00
Frank O. Harris Memorial Scholarship	\$2,000.00
Frank O. Harris Memorial Scholarship	\$1,300.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
Future Generations Scholarship	\$700.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$1,000.00

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Scholarship Name	Award Amount
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$1,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
G. Marvin Wright Endowed Memorial Scholarship	\$2,000.00
GAR Foundation Scholarship	\$1,050.00
GAR Foundation Scholarship	\$1,050.00
GAR Foundation Summit County Scholarship	\$3,500.00
GAR Foundation Summit County Scholarship	\$1,000.00
GAR Foundation Summit County Scholarship	\$3,500.00
GAR Foundation Summit County Scholarship	\$1,400.00
George H. and Edna F. Louys Endowed Grant	\$1,400.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship	\$10,000.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship	\$5,000.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Gladys York Memorial Scholarship for King's Christian School	\$2,500.00
Godby Memorial Scholarship	\$1,333.00
Godby Memorial Scholarship	\$1,333.00
Gray-Paxson Scholarship	\$9,200.00
Gugger Scholarship	\$1,000.00
Gugger Scholarship	\$4,000.00
Gugger Scholarship	\$2,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$6,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$6,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$2,000.00
Gugger Scholarship	\$2,000.00
Gugger Scholarship	\$1,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$3,500.00
Gugger Scholarship	\$6,500.00
Gugger Scholarship	\$4,000.00
Gugger Scholarship	\$3,500.00
Gugger Scholarship	\$6,000.00



Scholarship Name	Award Amount
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$2,000.00
Gugger Scholarship	\$2,500.00
Gugger Scholarship	\$4,000.00
Gugger Scholarship	\$1,500.00
Gugger Scholarship	\$1,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$6,000.00
Gugger Scholarship	\$5,000.00
Gugger Scholarship	\$3,000.00
Gugger Scholarship	\$3,000.00
Harold P. "Howdy" House Memorial Scholarship	\$650.00
Harold R. Green Christian Ministries Award	\$500.00
Harold R. Green Christian Ministries Award	\$500.00
Helen Drullinger Memorial Award	\$1,100.00
Helping Hand Scholarship	\$1,400.00
Helping Hand Scholarship	\$1,400.00
Heritage Baptist Church Scholarship	\$2,500.00
Heyd Math/Science Award	\$1,000.00
Heyd Math/Science Award	\$1,000.00
Holmes Family Scholarship	\$2,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Holmes Family Scholarship	\$1,000.00
Hugh T. Hall Memorial Scholarship	\$350.00
International Student Organization Scholarship	\$1,100.00
Irene MacArthur Memorial Scholarship	\$1,500.00
Irene MacArthur Memorial Scholarship	\$1,500.00
Irene MacArthur Memorial Scholarship	\$1,500.00
Irma M. Dodson Award	\$600.00
J.D. Cloud & Co., L.L.P. Accounting Award	\$1,500.00
James and Lorna Spencer Scholarship	\$1,000.00
James and Lorna Spencer Scholarship	\$1,000.00
James and Ruby Wells Scholarship	\$3,000.00
James and Ruby Wells Scholarship	\$6,000.00
James and Ruby Wells Scholarship	\$6,000.00
James Cain Special Education Award	\$750.00
James R. Phipps Communication Award	\$750.00
James T. Jeremiah Award	\$2,160.00
Jane Adams Smith Memorial Scholarship	\$1,100.00
Jean Scott Memorial Scholarship	\$800.00
Jenna Lynn Ellis Award	\$1,100.00



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Scholarship Name	Award Amount
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jersey Baptist Church Scholarship	\$500.00
Jewels for Students Scholarship	\$1,840.00
Jim & Phyllis Murphy Business Award	\$2,000.00
John and Ann Field Scholarship	\$1,340.00
John W. Bickett Scholarship	\$1,500.00
John W. Bickett Scholarship	\$1,500.00
John W. Bickett Scholarship	\$1,500.00
John W. Bickett Scholarship	\$1,500.00
John W. Bickett Scholarship	\$1,500.00
Joseph Award	\$1,000.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Joseph E. and DeLois Brown Scholarship	\$2,500.00
Kimberly Kerr Memorial Scholarship in Nursing	\$2,300.00
Kristi Lynn Walborn Award	\$2,000.00
Lewis P. Gallagher Scholarship	\$2,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$2,000.00
Lewis P. Gallagher Scholarship	\$1,850.00
Lewis P. Gallagher Scholarship	\$2,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lewis P. Gallagher Scholarship	\$1,000.00
Lillian Kresge Award	\$266.00
Loretta Lawrence Scholarship	\$200.00
Love Pedagogy Scholarship in Music	\$1,000.00
Love Pedagogy Scholarship in Music	\$1,000.00



Scholarship Name	Award Amount
Madison Caroline Law Memorial Scholarship	\$500.00
Marinus Hazen, Jr., Memorial Scholarship	\$1,150.00
Marlin Rayburn Award	\$400.00
Marvin and Janet Troyer Athletic Scholarship	\$4,000.00
Marvin and Janet Troyer Athletic Scholarship	\$4,000.00
Marvin and Janet Troyer Athletic Scholarship	\$8,000.00
Marvin and Janet Troyer Athletic Scholarship	\$6,500.00
Mary Jane LeBlanc Missions Award	\$1,500.00
Melvina & Edward J. Thompson Scholarship	\$1,100.00
Mendell Beattie Memorial Scholarship	\$1,100.00
Mephibosheth Scholarship Endowment	\$1,850.00
Mephibosheth Scholarship Endowment	\$1,500.00
Mephibosheth Scholarship Endowment	\$1,500.00
Mike and Amy Shane Scholarship	\$11,705.00
Mike and Amy Shane Scholarship	\$13,000.00
Mike and Amy Shane Scholarship	\$15,216.00
Mike and Amy Shane Scholarship	\$8,876.00
Mike and Amy Shane Scholarship	\$11,705.00
Minor and Bernice Cross Scholarship Fund	\$2,500.00
Minor and Bernice Cross Scholarship Fund	\$2,000.00
Minor and Bernice Cross Scholarship Fund	\$2,500.00
Miriam Maddox Speech Communication Scholarship	\$385.00
Misty Carlson Memorial Scholarship	\$1,500.00
MK Grant	\$1,300.00
MK Grant	\$1,350.00
MK Grant	\$1,500.00
Morley Halsmith Memorial Scholarship	\$2,000.00
Mr. And Mrs. Rolan David Polsdorfer Music Award	\$1,000.00
Nashville Baptist Church Scholarship	\$1,000.00
Nashville Baptist Church Scholarship	\$1,500.00
Nathan and Hazel Elder Scholarship	\$1,400.00
Nathan and Hazel Elder Scholarship	\$2,000.00
Nathan R. Arnold Accounting Award	\$1,000.00
Nehemiah Engineering Award	\$500.00
Nehemiah Engineering Award	\$500.00
Nelson L. & Vera B. Lee Scholarship	\$2,500.00
Nelson L. & Vera B. Lee Scholarship	\$2,300.00
Nelson L. & Vera B. Lee Scholarship	\$1,000.00
Nelson L. & Vera B. Lee Scholarship	\$1,000.00
Nelson L. & Vera B. Lee Scholarship	\$1,000.00
Olen Tilma Small Business Scholarship	\$1,100.00
Pastoral Studies Scholarship	\$5,000.00
Personnel & Process Solutions, Inc., Scholarship	\$1,000.00
Philip S. Lindner Scholarship	\$1,539.00
Pleasant View Baptist Church Scholarship	\$2,440.00
Ralph and Floyd Pfleger Memorial Scholarship	\$685.00
Raymond P. Holland, Jr., Engineering Excellence Award	\$1,500.00

APPENDIX E

Scholarship Name	Award Amount
Rev. & Mrs. Earl V. Willetts Scholarship	\$800.00
Rev. Henry and Lilian Hutchison Christian Education Award	\$200.00
Reverend Michael Holt Memorial Scholarship	\$1,000.00
Richard and Mary Olsen Scholarship Fund	\$2,000.00
Richard and Mary Olsen Scholarship Fund	\$2,000.00
Richard and Mary Olsen Scholarship Fund	\$1,500.00
Richard and Mary Olsen Scholarship Fund	\$1,500.00
Richard C. Davis Family Scholarship	\$1,700.00
Richard C. Davis Family Scholarship	\$2,000.00
Richard C. Davis Family Scholarship	\$1,700.00
Rietveld Fine Arts Award	\$2,545.00
Rife Scholarship	\$1,500.00
Rife Scholarship	\$800.00
Rife Scholarship	\$1,000.00
Rita G. Patterson Nursing Scholarship	\$1,825.00
Rita G. Patterson Nursing Scholarship	\$1,825.00
Robert Atkinson Memorial Scholarship	\$500.00
Robert Orr Burns, Jr., Scholarship Fund	\$750.00
Roger W. Eltzroth Scholarship	\$2,550.00
Rolan David Polsdorfer Electrical Engineering Award	\$0.00
Roloff Incentive Award	\$1,530.00
Ross and Gladys Campbell Scholarship	\$2,125.00
Ross and Gladys Campbell Scholarship	\$2,125.00
Ross and Gladys Campbell Scholarship	\$2,125.00
Ross and Gladys Campbell Scholarship	\$2,125.00
Ruby E. Booher Bontrager Memorial Endowed Fund	\$1,500.00
Ruby E. Booher Bontrager Memorial Endowed Fund	\$2,000.00
Ruby E. Booher Bontrager Memorial Endowed Fund	\$1,000.00
Ruby E. Booher Bontrager Memorial Endowed Fund	\$1,000.00
Ruby Jeremiah Academic Scholarship	\$1,080.00
Ruby Jeremiah Academic Scholarship	\$1,080.00
Rusty King Memorial Scholarship	\$800.00
Rusty King Memorial Scholarship	\$800.00
Ruth Counter Klopfenstein, R.N. and A. Rees Klopfenstein, M.D. Nursing Education Endowed Scholarship	\$2,000.00
Ruth Counter Klopfenstein, R.N. and A. Rees Klopfenstein, M.D. Nursing Education Endowed Scholarship	\$2,000.00
S. Margaret Gallagher Scholarship	\$1,500.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,850.00
S. Margaret Gallagher Scholarship	\$1,500.00
S. Margaret Gallagher Scholarship	\$1,200.00
S. Margaret Gallagher Scholarship	\$1,200.00
Salt & Light Scholarship	\$2,000.00
Salt & Light Scholarship	\$2,000.00
Sam Lyndon Memorial Scholarship	\$2,000.00



Scholarship Name	Award Amount
Shari Boblitt Family Memorial Award	\$500.00
Sharon Eimers Award	\$1,242.00
Soccer Alumni Fund	\$3,890.00
Spiritual Leadership Music Award	\$1,500.00
Stephen J. Wildasin Memorial Scholarship	\$1,000.00
Stuck Memorial Endowed Grant	\$500.00
Stuck Memorial Endowed Grant	\$1,500.00
Stuck Memorial Endowed Grant	\$1,500.00
Stuck Memorial Endowed Grant	\$1,500.00
Stuck Memorial Endowed Grant	\$2,000.00
Stuck Memorial Endowed Grant	\$1,000.00
Taylor Scholarship Award	\$1,580.00
Theta Rho Epsilon Scholarship	\$1,000.00
Tindall Scholarship	\$1,200.00
Tindall Scholarship	\$1,200.00
Tindall Scholarship	\$1,200.00
Tom Haggai Scholarship	\$2,100.00
Tom Haggai Scholarship	\$2,100.00
Tom Haggai Scholarship	\$2,100.00
Tom Haggai Scholarship	\$2,100.00
Tom Haggai Scholarship	\$2,100.00
Undesignated Grants Gift	\$2,000.00
Wickerham Memorial Endowed Grant	\$1,000.00
Wickerham Memorial Endowed Grant	\$1,000.00
Wickerham Memorial Endowed Grant	\$1,000.00
Wickerham Memorial Endowed Grant	\$1,500.00
Wickerham Memorial Endowed Grant	\$2,500.00
Wickerham Memorial Endowed Grant	\$2,500.00
Wickerham Memorial Endowed Grant	\$2,000.00
Wickerham Memorial Endowed Grant	\$2,000.00
Wickerham Memorial Endowed Grant	\$2,500.00
William & Cora Norman Henry Memorial Scholarship	\$366.00
William and Jean Meahl Scholarship	\$3,225.00
William and Rachel Grapentine Scholarship	\$1,100.00
William and Rachel Grapentine Scholarship	\$1,200.00
William J. & Nora J. Bolthouse Scholarship	\$15,217.00
William J. & Nora J. Bolthouse Scholarship	\$11,705.00
William J. & Nora J. Bolthouse Scholarship	\$11,705.00
William J. & Nora J. Bolthouse Scholarship	\$6,628.00
William J. & Nora J. Bolthouse Scholarship	\$15,217.00
William J. & Nora J. Bolthouse Scholarship	\$11,705.00
William M. & Ruth Ann Lewis College Assistance	\$1,800.00
William M. Junk & Frances Smith Junk Grant	\$1,200.00
Willis F. Early Business Scholarship	\$1,800.00
World Missions Scholarship	\$1,500.00
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$3,000.00



Scholarship Name	Award Amount
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$3,000.00
World Missions Scholarship	\$1,500.00
Zehr Family Scholarship	\$2,400.00
Zehr Family Scholarship	\$1,200.00
Zondervan/Cedarville University Greek Award	\$0.00
	\$1,042,948.00



Table 4A-2 Cedarville University Faculty Awards

Award	Years of Service
Faculty Member of the Year	>5
Faculty Scholar of the Year	n/a
Dr. Allen Monroe Integration of Faith and Learning Award	n/a
Faculty Advisor Award	n/a
Dean's Service Award	1 to 10
Dean's Service Award	11 to 20
Dean's Service Award	>21
Faculty Innovator of the Year Award	n/a
Faculty Teaching Effectiveness Award	1 to 10
Faculty Teaching Effectiveness Award	11 to 20
Faculty Teaching Effectiveness Award	>21
Gateway Award for Outstanding Support of Students with Disabilities	n/a
Gateway Award for Outstanding Academic Support for All Students	n/a

APPENDIX E

Table 4A-3 Faculty Scholarship Activities Since 2004

Athletic Training	
Evan Hellwig	Clinical Instructor Educator Seminar
Evan Hellwig	2005 Athletic Training Educator's Conference
Evan Hellwig	Applied Techniques of Manual Therapy Seminar
Evan Hellwig	Capital City Sports Medicine Symposium
Evan Hellwig	Evidence-Based Medicine Summit
Robert Duchardt	2006 OATA State Meeting and Symposium
Christopher Cross	2006 OATA State Meeting and Symposium
Program Director	Underwent 10 hours of training to become a clinical instruction educator
ATC	Required to complete 80 contact hours of approved continuing education every three years in order to maintain BOC credential
ATC	Required to complete 60 contact hours of approved continuing education every two years in order to maintain Ohio license
ATC	Being financially assisted while in pursuit of an M.Ed.
Biblical Education	
	Release time for dissertations and two recent sabbaticals
Business Administration	
	Availability of summer grants (both at the University and department level) has been instrumental in encouraging successful research leading to both presentations and publications.
	Appropriate release time to pursue more scholarly activities
	Support for conference attendance and professional development
	Houses <i>The Journal of Biblical Integration in Business</i> (the premier journal for issues of biblical integration in business) with the editor a Cedarville University employee
	Several members of the journal's editorial board are Cedarville faculty.
Communication Arts	
	Faculty members are encouraged to attend professional conferences to interact with other scholars and teachers in the field.
Foundations of Speech Coordinator	Regularly attends conferences to interact with others in similar roles (maintaining the basic courses in communication in their respective universities)
	Financial support for speech seminars and therapy certification
Education	
	Faculty members are encouraged to belong to professional organizations and to attend their conferences.
	Faculty members are encouraged to be presenters and seminar leaders at professional development conferences such as regional ACSI teacher conferences.
	Preparation to be a presenter promotes research and study on the part of our faculty.
Engineering	
	Annually budgets \$600 per faculty member for conference attendance
Vicky Fang	Attended the Frontiers In Engineering Conference (FIE) in 2005
Vicky Fang	Member of IEEE, ASEE, and SWE
Clint Kohl	Faculty Excellence in Teaching Award from the Southwestern Ohio Council for Higher Education (2004)
Dave Gallagher	Member of IEEE, the IEEE Computer Society, and the Association for Computing Machinery
Keith Shomper	Member of both the IEEE and the Association for Computing Machinery
Gerald Brown	Attended two conferences sponsored by the American Association for the Advancement of Science (AAAS)
Robert Laramore	Attended the NSF Workshop on "Teaching the First Course in Power Systems"
Samuel SanGregory	In January 2005, his membership status in IEEE was upgraded to Senior Member.
Samuel SanGregory	Attended the Electrical and Computer Engineering Department Heads Annual Meetings in 2005 and 2006
Samuel SanGregory	Actively involved in research and design work for the U.S. Air Force
D. Jeff Shortt	Attended the annual ASEE in 2006
D. Jeff Shortt	Worked with Government Testing Services LLC in the summer of 2005
Timothy R. Tuinstra	Advised students in 2005-2006 academic school year in autonomous ground robot team
Exercise & Sport Science	
	Attending and in some instances presenting at professional conferences
Language & Literature	
	Availability of funds for faculty development
Music & Art	
	Encourages attendance at conferences, workshops, and summer programs
	Contributes to conference and organizational dues
	Makes efforts to help faculty attend conferences that University money does not cover
Nursing	
	Support for faculty to attend conferences
	Educational support, tuition, travel, consultancy
Devon Berry	Design and analysis support for nursing research in 2004 and 2005
Devon Berry	Co-investigator and project manager determinants of global health research team (2002-present)
Devon Berry	Various projects with the Kettering Medical Hospital (2004-present)
Sharon Christman	Chair of the Research Committee of the Society for Vascular Nursing (2004-2005)
Janet Conway	Promoted to senior professor of nursing in 2005
Janet Conway	Charter member of the International Association for Human Caring
David Sharp	Member of TUFH
David Sharp	Awarded a grant by Cedarville University to study mental health problems in palliative care in 2005
Psychology	
Science & Mathematics	
Social Sciences & History	
	Release time for some research projects
	Support for conferences



Table 4B-1 General Education Pattern and the Credit Hours Required

General Education Pattern	Credit Hours Required
English and mathematics proficiency	0-5 semester hours
Bible	16 semester hours
Communication	6 semester hours
Humanities	9 semester hours
Global awareness	0-3 semester hours *
Physical education	2 semester hours
Science and mathematics	10-16 semester hours
Social sciences and history	9 semester hours

*May be satisfied by the same courses used to fulfill humanities or social science electives
(Source: Cedarville University Catalog, 2004-2005)

APPENDIX E

Table 4B-2 Selected Capstone Experiences

Schools/Departments	Examples of Experience
<i>SCHOOL OF ENGINEERING, NURSING, AND SCIENCE</i>	
Engineering	Computer engineering senior design Design and development of electronic products to meet specific requirements
Nursing	Debate on moral/ethical and financial issues in nursing practice and healthcare Participate in an interviewing clinic Written and oral reports of preceptorships/internships and diversity and character issues
Science and Mathematics	Work in teams to analyze, design, and complete a large senior design project Compile data from laboratory, field study, or extensive literature and give presentation
<i>SCHOOL OF HEALTH AND HUMAN PERFORMANCE</i>	
Athletic Training	Research in athletic training and exercise science
Exercise and Sport Science	Seminar Internship: work experience in an exercise science/sport management setting Senior research project
<i>SCHOOL OF HUMANITIES, FINE ARTS, AND BIBLE</i>	
Biblical Education	Ten weeks in a local church gaining experience in the total educational program/pastoral responsibilities of the church Articulate and defend an appropriate systematic theology Seminar
Communication Arts	Senior research projects Senior theatre projects
Language and Literature	Seminar In-depth study on selected topics, such as research methods, project management, etc., through group discussion or individual research Student teaching
Music and Arts	Senior recital Senior projects Student teaching and seminar
<i>SCHOOL OF SOCIAL SCIENCES AND PROFESSIONAL STUDIES</i>	
Business Administration	Seminar Strategic analysis and research projects
Education	Seminar Teaching experience in license-appropriate setting
Psychology	Internship: engage in psychological activity at a human service setting
Social Science and History	Research projects Seminar Student teaching

Source: Cedarville University Catalog, 2004-2005



Table 4B-3 General Education Desired Outcomes

Cedarville Objectives		General Education Desired Outcomes	
To undergird the student in the fundamentals of the Christian faith and to stimulate each student to evaluate knowledge in the light of Scriptural truth	Values:	Spiritual Vibrancy	
		Rational Independence	
		Global Awareness	
		Historical Awareness	
To encourage growth in Christian character in each student and to help the student accept responsibility in faithful Christian service	Skills:	Integrative Thinking	
	Experience:	Intellectual Rigor	
	Knowledge:	Bible and Theology	
	Values:	Spiritual Vibrancy	
To increase each student's awareness of the world of ideas and events which are influencing our contemporary culture and to prepare the student to participate knowledgeably in our society		Stewardship of God's Creation	
		Contribution to Society	
		Global Understanding	
	Skills:	Communication	
To enable each student to develop sound critical and analytical reasoning	Experience:	Transcendent	
	Knowledge:	Bible and Theology	
	Values:	Rational Independence	
		Cultural Appreciation and Participation	
To provide sufficient opportunities for each student to practice the skills of communication		Contribution to Society	
		Global Understanding	
	Skills:	Integrative Thinking	
	Experience:	Intercultural	
To offer opportunities for academic specialization and preparation for graduate study and to assist each student in selecting and preparing for a vocation	Knowledge:	Humanities	
		Social Sciences	
		Natural Sciences	
	Values:	Rational Independence	
To foster each student's appreciation of and participation in wholesome avocational and cultural activities	Skills:	Imaginative Thinking	
		Problem-Solving	
		Integrative Thinking	
	Experience:	Intellectual Rigor	
	Knowledge:	Humanities	
		Social Sciences	
		Natural Sciences	
	Values:	Rational Independence	
	Skills:	Communication	
	Experience:	Intellectual Rigor	
		Group Experience	
	Knowledge:	Humanities	
	Values:	Historical Awareness	
	Skills:	Life Management	
		Problem-Solving	
	Knowledge:	Departmental Major	
	Values:	Cultural Appreciation and Participation	
	Knowledge:	Humanities	

Source: General Education Revision Task Force Report, June 1992

APPENDIX E

Figure 4B-4 Number of Participants in Missions Involvement Services

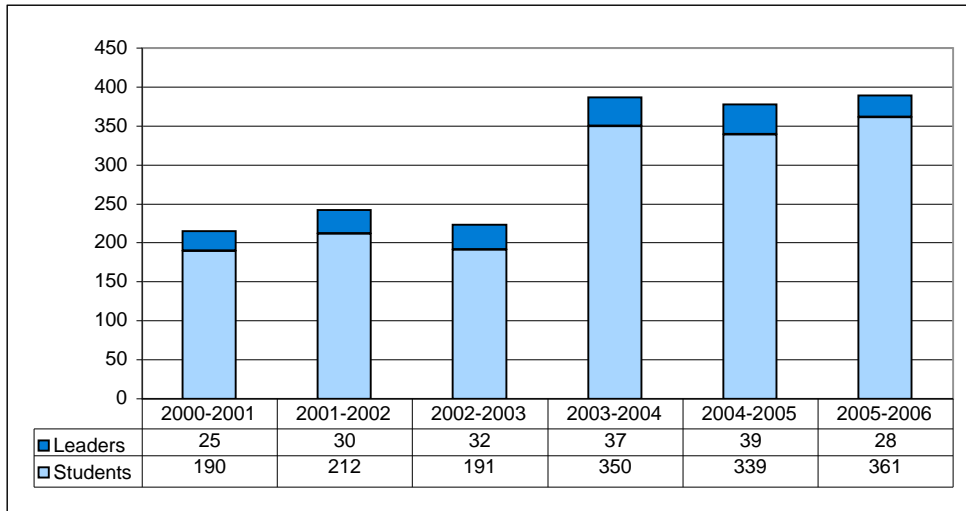


Figure 4B-5 2004 NSSE Benchmark Comparison for Seniors

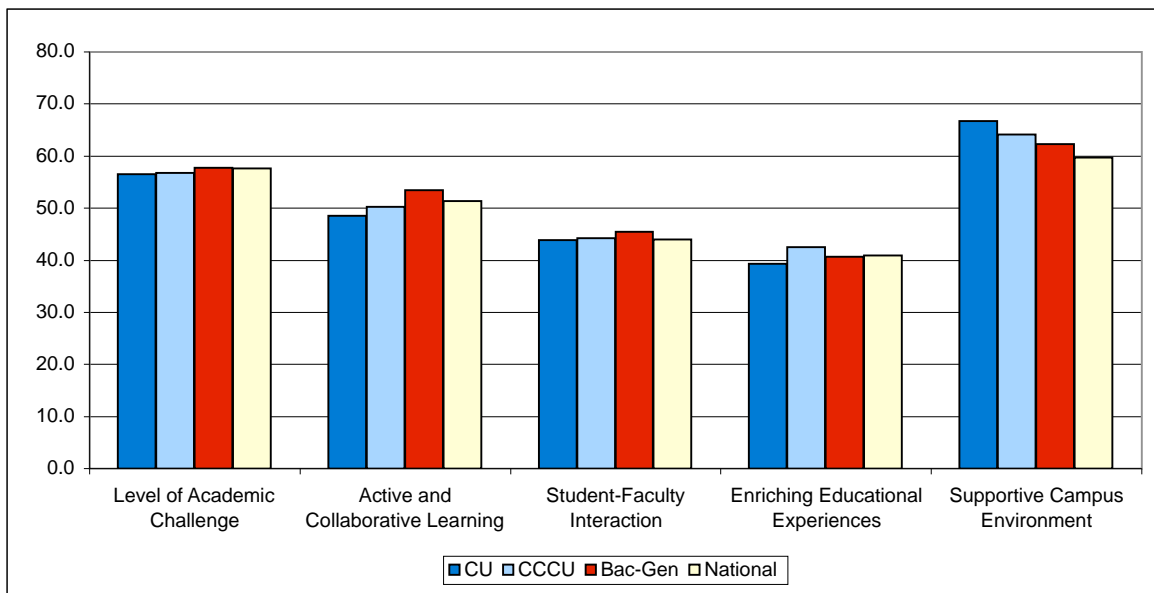




Table 4B-6 Licensure Exam Pass Rates: Selected Results

Name of Exam	Discipline	Spring 2003	Spring 2004	Spring 2005
		Pass Rate	Pass Rate	Pass Rate
Athletic Training Board of Certification Exam	Athletic Training	100.0%	100.0%	50%*
Principles of Learning & Teaching	Education	97.0%	98.0%	93.0%
Content Knowledge	Education	97.0%	100.0%	99.0%
NCEES (National Council of Examiners for Engineering & Surveying) Fundamentals of Engineering	Engineering	92.9%	89.5%	94.6%
National Council of State Boards of Nursing NCLEX-RN	Nursing	86.1%	97.6%	92.9%

* This program only had two graduates this year.

Table 4B-7 Cedarville Senior Perceptions on Spiritual Development

SPIRITUAL DEVELOPMENT	CU Mean ^a	CCCU 2004	Sig ^b
a. My relationship with God contributes to my sense of well-being.	4.7	4.67	
b. The way I do things from day to day is often affected by my relationship with God.	4.5	4.43	
c. When appropriate, professors here take time to talk about their values and personal beliefs in class.	4.4	4.18	***
d. Faculty here interact with students outside of class in ways that help us clarify our personal values.	3.91	3.88	
e. There is an environment on this campus that encourages me to develop values which reflect my faith in Jesus Christ.	4.38	4.24	*
f. This institution has helped me to "live out" my values through community service or ministry.	3.97	3.7	***
g. This institution has helped me in critically evaluating whether or not my behavior is consistent with Christian values.	4.2	3.94	***
h. This institution encourages students to worship God in meaningful ways.	4.42	4.25	**
i. As a result of my experience at this institution, my values are more consistent with a Christian world and life view.	4.12	3.89	**
j. This institution has reinforced values that I have always held.	4.08	3.93	*

a 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

b *p<0.05 ** p<0.01 *** p<0.001 (2-tailed)

APPENDIX E

Table 4B-9 Skills and Experiences

Most Important Skills	Most Significant School Experiences
Living my personal/professional life according to my own standard/ethic	Living my personal/professional life according to my own standard/ethic
Recognizing/using effective verbal communication skills	Thinking objectively about beliefs/attitudes/values
Thinking objectively about beliefs/attitudes/values	Recognizing/using effective written communication skills
Recognizing/using effective written communication skills	Recognizing/using effective verbal communication skills
Working cooperatively in groups; working as a team member	Making/exercising a lifelong commitment to learning

Source: ACT Educational & Social Research, Alumni Outcomes Survey, 2005

Table 4C-1 Racial/Ethnic Status of Full-Time and Part-Time Students

Category	1998	1999	2000	2001	2002	2003	2004	2005	2006
Black, Non-Hispanic	16	21	16	19	27	38	52	52	
American Indian/Alaskan Native	3	5	6	5	2	1	2	3	
Asian or Pacific Islander	28	30	34	33	34	36	37	39	
Hispanic	20	19	20	22	27	39	44	52	
Non-Resident Alien	20	12	12	9	16	16	19	14	
Totals	87	87	88	88	106	130	154	160	188
% of Total Enrollment	3.27%	3.15%	3.09%	2.99%	3.55%	4.34%	5.02%	5.18%	6.14%
Total Enrollment	2,664	2,762	2,847	2,943	2,986	2,996	3,070	3,090	3,064
Percentage Difference		-0.12%	-0.06%	-0.10%	0.56%	0.79%	0.68%	0.16%	0.96%



Table 4D-1 Courses Addressing the Topic of Ethics

Department	Course Number	Course Title
Athletic Training	ATRN-3550	Organization and Administration in Athletic Training
	ATRN-4610	Issues in Athletic Training
Business Administration	BUS-4420	Business Ethics & Social Responsibilities
Communication Arts	THTR 3950	Administration & Arts Law
	COM-4610	Communication Ethics
	EMTC-4110	History of Public Address
Education	EDUC-2100	Technology in the Classroom
Exercise and Sport Science	CCHG-3670	Fundamentals of Coaching
	ESS-1350	Foundations of Exercise & Sport Science
	ESS-2100	Leadership & Ethics in Sport
	EXSC/SMGT-3180	Legal Issues in the Sport Industry
	MAHE-3070	Current Issues in Health
	MAHE-3600	Physical Education in the Elementary School
	MAPE-4950	Methods of Teaching Physical Education
	SMGT-1350	Introduction to Sport Management
	SMGT-2810	Organization & Administration of Sports/Athletics
Music and Art	ART-1100	Introduction to Art
	ART-3750	Studio Art I
	ART-4100	Studio Art II
	ART-4300	Studio Art III
	GDES-2100	Typography
	GDES-3220	Graphic Design I
	THMU-4130	Orchestration
	CHMU-2060	Music and the Arts in Worship
	CHMU-3630	Church Music Administration I
	CHMU-3640	Church Music Administration II
	HLMU-2310	Introduction to Music Literature
	HLMU-3310	Music History I
	HLMU-3320	Music History II
Psychology	PYCH-2640	Abnormal Psychology
	PYCH-3660	Fundamentals of Counseling
	PYCH-1000	Orientation to Psychology
Social Sciences and History	CRJU-1310	Introduction to Criminal Justice
	CRJU-3410	Civil Liability for Criminal Justice
	HIST-2000	Introduction to History
	POLS-2000	Introduction to Political Science
	PUAD-3600	Public Administration
	SWK-2330	Introduction to Social Work
	SWK-2900	Ethics in the Helping Professions

The above list is just a sampling of courses that provide a particular focus on the issue of ethics. Ethics is an integral part of each program and is incorporated throughout the curricula.

Table 4D-3 Faithful in Training Participants

Year	Registered	Finished	Finish Rate
2004	341	231	67.7%
2005	497	319	64.2%
2006	527	TBD	TBD

List 4D-4 Expanded List of Strengths and Opportunities

Strengths

1. Cedarville University's strength is its mission, which serves as a guide to planning, recruiting, teaching, and funding. It provides a foundation that values a life of learning for students, staff, administrators, and faculty. The University commitment is seen in its strategic planning, its funding of development and research, and its acknowledgment of faculty and student scholarship.
2. The intertwining of curricular and co-curricular programs at Cedarville University ensures that students gain a breadth of knowledge and a propensity for engaging in intellectual inquiry. The assessment data show that the University is successful in promoting intellectual inquiry and the breadth of knowledge and skills.
3. Cedarville's general education courses are taken over a minimum of six semesters, allowing for the maturation of ideas and a balance of field-specific and general education courses.
4. The close alignment between the mission of Cedarville University and the learning outcomes of the general education program, as well as the strong administrative and faculty oversight, ensure Cedarville University continues to provide coherent undergraduate and graduate programs.
5. The many co-curricular service opportunities available at Cedarville encourage students to be active in the society around them.
6. Cedarville University demonstrates excellence in maintaining the currency and relevance of all curricula and programs that result in graduates who are prepared for leadership and gatekeeping roles in society following graduation.
7. All programs undergo review and apply the results of assessments in program improvement. Cedarville is involved in total, habitual, full-cycle outcomes-based assessment in all units.
8. In addition to formal curricular offerings, the Missions Involvement Services, travel study programs, and chapel experiences have contributed to preparing students for the global and diverse society they will experience after graduation. In addition, many of these same experiences emphasize the need for students to be involved in their society through service.
9. Cedarville expects students to create and use scholarship. Student access to and use of current technological resources provide the foundation needed to pursue much of that research.
10. Cedarville University consistently and conscientiously adheres to policies that result in the ethical acquisition, discovery, and application of knowledge. Seminars are held to update all faculty regarding current and revised policies. Policies are published and distributed widely to faculty, staff, and students.



11. The University recognizes its critical role in supporting responsible learning through the appropriate use of knowledge, the practice of good stewardship, the application of intellectual integrity, and recognition of social responsibility.
12. At all administrative levels of the University, the acquisition, discovery, and application of knowledge is valued and protected. Cedarville University demonstrates that it integrates intellectual inquiry into all of its educational programs by hiring qualified faculty, providing resources, recruiting outstanding students, and monitoring/improving the outcomes of the interface of these factors. Changes are readily made in response to assessment data.
13. Knowledge is applied responsibly in that the curricula enable graduates to function at high levels in a global, diverse, and technological society while continuing to live out the mission of the University.

Opportunities

1. The survey data from the 2004 NSSE Benchmark Report provides several areas of concern that Cedarville should continue to address and monitor over the next few years.
2. A missing component in Cedarville's general education program is in economics both at the macro and micro level.
3. The University should consider keeping graduate, law, and medical school exam and acceptance rate data in a centralized database to help track how well the University is preparing students for graduate work. At the moment, this is done at the departmental level and is not comprehensive.
4. The AVP has called for a review of the general education program in its entirety in the academic strategic plan. This process should be broadly inclusive and should evaluate how well the current program meets the stated objectives, how well the Bible minor is preparing our students for the integrative process, and how well-grounded graduates are in the liberal arts.
5. The University should review its support of staff development opportunities. While the Staff Committee to the President has been tasked with seeking and providing additional opportunities, the opportunities available to staff are not defined as clearly or applied as uniformly as they are for faculty.
6. The University supports faculty scholarship, but sometimes resources are applied disproportionately. In addition, the funds provided to faculty to attend a conference are often insufficient to cover the expenses. The University might consider expanding those resources and adopting a competitive system for applying for release time to pursue scholarship. Moreover, the University should seek creative ways to allow faculty to pursue scholarship, recognizing that the demands that a 4-4 course load places on them.
7. The University should also consider making funds available to students on a competitive basis to support those who are accepted to present research at professional conferences.
8. In keeping with its mission, Cedarville should continue to promote the important connections between faith and practice. In essence, the focus on social welfare should be accomplished within the biblical context.
9. Cedarville has developed the foundation for a culture of assessment, and that culture must continue to be nurtured.
10. The University should also continue to find creative ways of exposing the students to diverse cultures.
11. Departments using external advisory councils should continue to use them, and departments without such councils should consider forming them.



12. The University has established an institutional review committee (IRC), and faculty need to understand how the IRC will function.
13. The University should consider requiring student research projects that involve human subjects to be approved by this committee as well.
14. Cedarville does an outstanding job of encouraging students to see that the logical outworking of their faith is serving those in the local, national, and global community that are in need. The University could consider finding additional ways of linking that service to learning in the classroom more directly.
15. The University should ascertain the extent to which scholarly activities are hindered by limited space for research/project development or by heavy teaching loads.
16. Cedarville University only recently launched vigorous efforts to develop graduate programs on campus. The amount of foundation funding for graduate education at Cedarville is limited, and strategies initiated to maximize funds for programming and graduate faculty recruitment need to be accelerated if this is to be a priority.
17. Processes for approval and oversight of research and for funding of scholarly work are rudimentary, but improving. This should continue to be a focus area.
18. Funding for centers is not yet established. Options for fundraising for these centers should be considered.
19. The hiring of faculty with doctoral and research experience and significantly more external funding remain major goals for the University.



APPENDIX F

Chapter Five — Criterion Five



Table I-5A-1 Freshman Profile

Freshman Profile	Fall 1996	Fall 2006
Average High School GPA	3.53	3.61
Average ACT Composite	24.7	25.1
Average SAT Score	1149	1179
Graduated in Top 10%	32%	34%

Table I-5A-2 Minority Student Recruitment

Minority Student Recruitment	Fall 2000	Fall 2005
Number of Minority Prospective Students	179	914
Number of Minority Student Applicants	59	131
Total Number of Enrolled Minority Students	76	146

Table I-5A-3 Applications, Matriculations, and Deposits 1996-2005

	1996					1997				
	NEW			Readmit	TOTAL (new + readmit)	NEW			Readmit	TOTAL (new + readmit)
	Freshman	Transfer	Non-Degree			Freshman	Transfer	Non-Degree		
Applications Received	1,488	259	7	115	1,869	1,609	309	12	75	1,999
Accepted	1,288	150	7	66	1,511	1,320	201	9	69	0
Denials	166	36	1	4	207	182	37	2	0	0
Cancels	612	54	2	12	680	677	79	0	5	2,235
Deposits	676	93	0	44	813	643	122	9	64	1,576
Matrics	676	96	5	50	827	641	121	9	59	202
Yield	52%	64%	42%	76%	55%	48.6%	60.2%	100.0%	85.5%	51.9%

	1998					1999				
	NEW			Readmit	TOTAL (new + readmit)	NEW			Readmit	TOTAL (new + readmit)
	Freshman	Transfer	Non-Degree			Freshman	Transfer	Non-Degree		
Applications Received	1,689	308	10	67	2,000	1,814	336	9	76	2,235
Accepted	1,342	165	8	62	0	1,340	169	5	62	1,576
Denials	152	43	0	3	0	161	39	1	1	202
Cancels	638	66	0	9	2,416	611	62	2	12	687
Deposits	706	99	8	46	1,716	726	107	1	42	876
Matrics	706	99	8	46	318	729	107	3	50	889
Yield	52.6%	60.0%	100.0%	74.2%	54.5%	54.4%	63.3%	60.0%	80.6%	56.0%

	2000					2001				
	NEW			Readmit	TOTAL (new + readmit)	NEW			Readmit	TOTAL (new + readmit)
	Freshman	Transfer	Non-Degree			Freshman	Transfer	Non-Degree		
Applications Received	1,952	384	13	67	2,002	2,103	420	11	85	2,003
Accepted	1,450	197	9	60	0	1,544	224	10	74	0
Denials	270	46	0	2	0	275	58	0	2	0
Cancels	721	67	1	12	2,449	809	91	3	17	2,660
Deposits	729	129	5	47	1,945	744	129	4	53	2,080
Matrics	729	130	8	43	145	735	133	7	57	191
Yield	50.3%	66.0%	89.0%	71.7%	53.0%	47.6%	59.4%	70.0%	77.0%	50.3%

	2002					2003				
	NEW			Readmit	TOTAL (new + readmit)	NEW			Readmit	TOTAL (new + readmit)
	Freshman	Transfer	Non-Degree			Freshman	Transfer	Non-Degree		
Applications Received	2,031	314	14	90	2,004	2,174	377	52	57	2,005
Accepted	1,661	192	12	80	0	1,762	219	47	52	0
Denials	130	15	0	0	0	153	37	0	1	0
Cancels	877	90	5	15	2,444	975	96	7	10	2,512
Deposits	770	109	6	56	1,993	786	116	33	37	1,998
Matrics	774	112	8	64	104	787	123	40	42	145
Yield	46.6%	58.3%	66.7%	80.0%	49.3%	44.7%	56.2%	85.1%	80.8%	47.7%

	2004					2005				
	NEW			Readmit	TOTAL (new + readmit)	NEW			Readmit	TOTAL (new + readmit)
	Freshman	Transfer	Non-Degree			Freshman	Transfer	Non-Degree		
Applications Received	1,926	396	47	75	0	2,017	386	48	61	0
Accepted	1,644	238	40	71	0	1,679	228	38	53	0
Denials	75	28	0	1	0	90	45	6	4	0
Cancels	882	92	15	9	0	916	91	5	11	0
Deposits	762	146	24	61	0	763	137	33	42	0
Matrics	762	146	25	62	0	763	137	33	42	0
Yield	46.4%	61.3%	62.5%	87.3%	49.9%	45.4%	60.1%	86.8%	79.2%	48.8%

Table I-5A-4 Entering Student Profile

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
SAT scores for middle 50% of entering class	1130	1050-1260	1050-1260	1070-1270	1090-1270	1090-1280	1060-1250	1080-1290	1070-1270	1070-1270
ACT scores for middle 50% of entering class	23-28	23-28	23-28	23-29	24-28	24-28	23-28	23-29	23-28	23-28
Percent ranked in top 10%	31.0%	33.5%	26.00%	31.0%	28.0%	31.0%	31.0%	33.0%	32.0%	34.0%
Average GPA	3.51	3.55	3.543	3.59	3.62	3.608	3.542	3.605	3.592	3.609

Source: Factbook (percentage excludes those students whose class size was less than 10 or unknown)

List II-5A-1 Career Services Advisory Council

Member	Organization
Jeffrey A. Carter	University of Dayton, MBA Programs
Timothy Houghton	The Horace Mann Companies
Jim Leightenheimer	Cedarville University
Salvatore LoDico	Trinity Human Resources Consultant (previously senior vice president, Cardone Industries)
Larry Mealy	Taylor University
Carol Rivetti	Comstor, Inc.
Marcella Sampson	Central State University, Emeritus
Jennifer Sheehan	Rocking Horse Center
John Styll	Gospel Music Association
Ronald Walker	Cedarville University
Thad Winston	The State Farm Insurance Companies
Myron L. Youngman	The Kaifa Group, Inc.



List II-5A-2 CDR Radio Network

Location	Radio Station
<i>Flagship Station</i>	
Dayton/Springfield	WCDR 90.3 FM
<i>Affiliates</i>	
Athens	90.1 FM
Bellefontaine	93.7 FM
Chillicothe	90.1 FM
Columbus	88.1 FM
Delaware	101.9 FM
Greenville	103.7 FM
Jackson	90.3 FM
New Paris	90.5 FM
Piketon/Waverly	90.7 FM
Portsmouth	88.3 FM
Sidney	98.1 FM
West Union	92.7 FM
Richmond, Indiana	95.3 FM

APPENDIX F

List II-5A-3 Community Organizations

<i>Local Church Ministries</i>		
Church	Location	Ministry Description
All Nations Bible Fellowship	Dayton	Sunday School, Music, Project Hope and Second Chance Programs
Beavercreek Baptist	Beavercreek	Awana
Bethel Baptist	Springfield	Sunday School, Children's Church
Calvary Baptist	Xenia	Awana
Cornerstone Bible	Xenia	Children's Church, Music, Nursery
County Line Baptist	Dayton	Sunday School, Children's Church, Awana
Crosswalk Worship Center	Enon	Awana
Dayspring at Alton Road	Galloway	Children's Church, Music, Nursery, Youth
FairCreek	Fairborn	Awana
Far Hills Community	Dayton	Kreation Kidz
Fellowship Baptist	Dublin	Children's Ministries, Jr. & Sr. High Youth, Music
First Baptist	West Carrollton	Worship
Forest Ridge Baptist	Dayton	Awana
Friendship Baptist	Harveysburg	Awana
Grace Baptist	Cedarville	Awana Sparks
Grace Community	Washington C.H.	Children's Bible Classes, Kids Prayer Club
The Nehemiah University Chapel	Dayton	Sunday School, Children's Church, Music for Sunday School, Children's Church, Music
Northeast Community Baptist	Columbus	Worship Team, Youth, Children's Ministries
Northside Baptist	Lebanon	Children's Church, Music, Youth
Northside Baptist	Springfield	Awana, Children's Church, Youth
Shawnee Hills Baptist	Jamestown	Awana
Southgate Baptist	Springfield	Awana
Springfield Calvary Baptist	Springfield	Awana
<i>Crisis Pregnancy/Abstinence Counseling Ministries</i>		
Ministry		Ministry Description
Miami Valley Women's Center (Xenia)		Counseling men and women in crisis pregnancy situations, with opportunities to do general office work such as answering phones and scheduling appointments. Extensive training and materials are provided. The "resource team" sorts and organizes various donated baby supplies.
Pregnancy Resource Center		(Same as above)
S.T.A.R.S.		Promoting abstinence to junior high girls by serving in an after-school mentoring program
<i>Evangelism/Urban Outreach Ministries</i>		
Ministry		Ministry Description
Adopt-A-Block		Visiting neighborhoods each week seeking to meet immediate needs, offer prayer, and make friends
City Gospel Mission		Spreading the Good News about Jesus Christ to those who call the streets their home in Cincinnati's Over-the-Rhine district
Dayton Gospel Mission		Serving meals, participating in services, assisting with children's ministries, and more
God's Girls		Bible study at the Dayton Gospel Mission for girls only
More Than Rubies		Reaching out to teenagers, young women, and single moms in urban Springfield through childcare, encouragement, discipleship, and prayer.
Wright State University Evangelism		Encouraging and assisting in evangelism and Bible study at this nearby university



Public School Tutoring/Teaching English Ministries		
Ministry		Ministry Description
Adelante		Tutoring and mentoring Spanish-speaking first through eighth graders
Cedar Cliff Elementary Tutoring		Tutoring elementary students in their studies while building encouraging friendships
Dayton Chinese Christian Church (ESL)		Attend church service, share a Chinese meal, teach English, and build relationships with Chinese scholars from local universities
Hayward Middle School Tutoring		Tutoring inner-city middle school children
Wilmington Hispanic Outreach		Reaching out to the Hispanic community by teaching English, interpreting Spanish, and building relationships in a soup kitchen and food pantry
Zion's Light (ESL)		Witnessing and building relationships by providing English tutoring for Jewish immigrants from Russia
Youth and Children's Ministries		
Ministry		Ministry Description
The Ark		Assisting an inner-city children's ministry by serving meals and interacting with the kids through Bible studies and activities
Back 2 Back		Ministering to junior and senior high students in small group settings; partnering with the church to develop unchurched students into Christ-like leaders
The BARN		Sharing Christ and building relationships with teens at this Christian recreation center which features a skate park, basketball, sand volleyball, and other activities
Clowns4Christ		Aiding other ministry teams by ministering to both young and old in a way that is fun and nonthreatening, cheering the hurting, and reinforcing biblical knowledge
Fostering Friendships		Spending time weekly with a foster child/family in an individual or group home setting
The Rock		Assisting this after-school inner-city ministry by building relationships with at-risk teens through tutoring, games, mentoring, and other activities
Sonshine Club		Assisting an after-school program for inner-city children through leading games, Bible lessons, and other activities
Student Venture		Visiting the Greenon High School campus to engage in building relationships through discipleship and evangelism
Jail/Detention Center Ministries		
Ministry		Ministry Description
Dayton Detention Home		Reaching out to detained juveniles through chapel services, Bible study, and counseling
Greene County Jail		Reaching out to adult inmates through Bible study and counseling
Greene County Juvenile Detention		Reaching out to detained juveniles through tutoring, counseling, and Bible study
Greene County Residential Treatment Center		Mentoring teens living at a local rehabilitation center through a Big Brother/Big Sister-type program
Hospital Ministries		
Ministry		Ministry Description
Children's Medical Center		Serving staff and patients as a volunteer in urgent care or emergency waiting rooms
Greene Memorial Hospital		Aiding doctors and nurses as they care for patients in the ER and other departments
Mercy Medical Center		(Same as above)
Ronald McDonald House		Assisting the house manager in cleaning, cooking, laundry, and office support
Nursing Home/Elderly Visitation Ministries		
Ministry		Ministry Description
Adopt-A-Grandparent		Building a one-on-one relationship with an elderly person from the local community
Castle Knoll		Ministering to the elderly by providing one-on-one conversation, fellowship, and friendship. Many opportunities exist to visit with residents, provide singing and music, or conduct a worship service in these area nursing homes.
Hillside Retirement		(Same as above)
IOOF Nursing Home		(Same as above)
Liberty Nursing Center, Xenia		(Same as above)
Ridgewood Nursing Center		(Same as above)
Special Needs Ministries		
Ministry		Ministry Description
Mueller Center		Ministering to developmentally disabled adults through a Sunday evening service which includes singing, games, and a short message
The Riding Centre		Using horseback riding to provide therapy and entertainment to the developmentally disabled

APPENDIX F



<i>Spring Break Teams</i>		
Ministry	Location	Ministry Description
Child Evangelism Fellowship	Pennsylvania	Learn cross-cultural, urban ministry in a hands-on environment in Philadelphia; live, work, and share fellowship with full-time missionaries ministering to inner-city children.
Chosen People Ministries	New York City	Learn about the Jewish people and experience much of their culture. There will be times of training as well as a variety of outreach experiences as you spread the message of Yeshua (Jesus).
Inner City Impact	Chicago	Minister to children in the inner-city of Chicago through tutoring and assisting in public school classrooms during the day and Bible clubs and youth activities during the evening.
The Master's Mission Work Team	North Carolina	Gain practical experience in physical missions work and interact with missionaries in training.
The Next Level	New York City	Reach out to people in the inner-city through ministry opportunities such as street evangelism, prayer walks, children's clubs, homeless ministry, and service projects.
OAE (Open Air Evangelism)	New York City	Through paint boards, rope tricks, and other visualizations, team members will have the opportunity to share the Good News of Jesus Christ with people from all walks of life. Training and ministry materials are provided by Word of Life staff.
Project Genesis	New York	Inner-city exposure trips provide unique ministry opportunities in New York City. There will also be opportunities to assist with general camp maintenance.
Rescue Mission	Syracuse, New York	Reach out to the poor and homeless in Syracuse and assist the mission staff as they help individuals "move toward independence and spiritual fulfillment through Jesus Christ."
Shepherds Ministries	Wisconsin	Experience the opportunity to serve by helping with mentally disabled adults.
Urban Hope	Philadelphia	Assist staff members who are involved in a church planting ministry in the urban community of Kensington.
Urban Impact	New York City	Assist this urban ministry dedicated to helping the unreached people groups of New York City come to Christ, working primarily with Jews and Muslims, as well as immigrants from the former Soviet Union, Africa, and Asia.



List II-5A-4 Community Organizations Served by Conference and Event Services

2004-2005	2005-2006
Neighboring Universities	Adobe® Photoshop® Seminar
Christian Business Network (CBN) of Miami Valley	Kensington Club
Massie Creek Investment Club	Tuesday Literary Society
Association of Christian Schools International (ACSI)	Dayton Dragons
Home-School Groups	PowerPoint Seminar
American Business Women's Association of Greene County	Ambassador Banquet (Xenia Christian)
Cedarville Fire Department	Association of Christian Schools International (ACSI)
Southwestern Ohio Council for Higher Education (SOCHE)	Ohio Association of Student Financial Aid Administrators
South Vienna Kiwanis Club	Ohio Heritage Fine Arts Day (eight local area high schools)
Daughters of the American Revolution	Dayton Christian Commencement
Business Men & Women and Young Men's Literary Society	Cedarville High School Commencement
	Greeneview High School Commencement

APPENDIX F

Table II-5C-3 CDR Special Events

Event/Service	Description	Benefit/Value to Community
Project Angel Tree®	In partnership with Prison Fellowship, this ministry provides gifts to families of prison inmates at Christmastime.	More than 3,000 listeners have provided gifts.
County Fairs	Set up a booth and, when possible, broadcast live from country fairs throughout market area.	Provides a personal connection and interaction with current listeners/business underwriters and an introduction to potential new listeners and business underwriters
Conferences and Concerts	Media sponsor for such events as the Worldview Weekend Conference, Family Life Today Conference, music concerts, etc.	Takes CDR into the community, supports and partners with a CDR program broadcaster who is involved with the conference/concert, supports an organization who can offer something of benefit to CDR listeners, etc.

Table II-5C-4 Community Ministry Teams

Community Ministry	Teams	Purpose	Example
Crisis Pregnancy/Abstinence Counseling Ministries	7	Students volunteer at area crisis pregnancy and women's centers through counseling, doing office work, and organizing baby supplies. Students also volunteer with teen abstinence mentoring and abstinence-based drama teams.	Miami Valley Women's Center
Evangelism/Urban Outreach Ministries	5	Students spread the gospel through street evangelism, inner-city urban outreach, campus outreach, or serving with an inner-city gospel mission.	City Gospel Mission, Cincinnati
Public School Tutoring/Teaching English Ministries	5	Students reach out to local children, teens, or adults through tutoring and ESL ministries	Cedar Cliff Elementary Tutoring and Wilmington Hispanic Outreach
Youth and Children's Ministries	7	Students work with unchurched children, youth, or foster kids in a variety of ways, including serving as a big brother or sister, leading a Bible club, or sharing the gospel through clowning ministries.	Fostering Friendships (foster care ministry)
Jail/Detention Center Ministries	4	Students reach out to teens or adults who have been in trouble with the law.	Greene County Juvenile Detention, Dayton Detention Home
Hospital Ministries	4	Students aid doctors and nurses in caring for patients at local hospitals and medical centers or by volunteering in a local Ronald McDonald House.	Children's Medical Center, Greene Memorial Hospital
Nursing Home/Elderly Visitation Ministries	8	Students spend time encouraging as well as sharing the love of Jesus Christ with the elderly in one-on-one and group settings.	Liberty Nursing Center, Xenia, Adopt-a-Grandparent
Special Needs Ministries	2	Students reach out to adults or children with physical, developmental, and psychological needs.	Mueller Center
Spring Break Ministries	8	Students travel to several organizations located in the midwestern and eastern states to serve in various ministry opportunities including inner-city exposure trips, youth and children's ministries, work teams, or serving the physically/mentally disabled.	Inner City Impact, Shepherds Home



Table II-5C-5 Service Learning Across the Curriculum

Course	Description
BIO-2500 General Botany and BIO-2600 General Ecology	Both classes require involvement in a prairie restoration project, where students are researching the challenges of restoring a prairie community from what had been an agricultural field. This effort is part of a larger effort to manage the land which is the former Cedarville well field and current drinking water protection zone with the intent of a) aiding in groundwater recharge following the University depletion of these wells, b) involving students and community residents to enhance stewardship of the local landscape, and c) enhancing an awareness of the pre-settlement history of southwest Ohio.
BUS-3280 Entrepreneurship and Service Practicum	Each student must provide 10 hours of personal labor to a local nonprofit organization. In addition, "companies" formed in this class must donate all of their profits to a local nonprofit organization.
COM-2300 Voices of Diversity	Student groups participate in a project or action among a diverse group to bring about change by way of advocacy or service.
COM-4640 Special Topic: Public Relations Principles and Writing	This class will devote the semester to developing various written materials for the Women of Vision organization (Spring 2006).
EDSP-2050 Special Education Field Experience	Students conduct a case study of a student in their field experience class, assessing strengths and weaknesses and evaluating intervention procedures (past and present).
EDSP-2600 Survey of Behavior Disorders	Students participate in the daily ministry of Shepherds, a nonprofit organization that assists qualified individuals with mental disabilities. During Spring Semester 2006, students worked alongside Shepherds to provide mini-lessons for their constituency. Students complete a project requiring the development of a 10-minute interactive electronic presentation on some aspect related to disability and behavior (topics are developed in collaboration with the vice president at Shepherds).
EGEE-4810 Electrical Engineering Senior Design I	Students are required to produce a product to satisfy an industrial corporation. In Fall Semester 2005, students assisted Video Instruments, Inc. of Xenia, Ohio, with a video test pattern generator. Students formed into teams (corporations), identified the requirements, wrote a proposal, performed an initial design, and ordered parts for the project on behalf of the sponsor company.
EGME-2310 Manufacturing and Finance	This class assists real-world businesses by taking a project from concept or prototype to production.
EMTC-3111 Survey Research for Electronic Media	Students working on interactive media develop Web sites and other interactive products for clients who are often outside the University family.
EXSC-4880 Exercise Testing and Prescription for Special Populations	This class conducts a "Fun Run" for charity every December and raises money for the Arthritis Foundation. Students also volunteer at Kettering Recreation Center (Kettering, Ohio) or another approved facility, where they assist persons with disabilities.
MAPE-3600 Physical Education in the Elementary School	This class requires 12 hours of field-based experience teaching elementary school children. To fulfill this requirement, students provide physical education classes for area home-school students.
NSG-2150 Nutrition	Students complete a community service project in which they help a family, senior citizen, or Cedarville faculty or staff member evaluate and improve their diets. The project includes at least three interviews, completion of a dietary analysis and recommendations, and the keeping of a journal.
SWK-2330 Introduction to Social Work	Students visit and provide volunteer services at an inner-city mission in Dayton, Ohio.
TEP Teacher Education Program	Each course in the sequence requires activities to "develop servant-leadership." Students may choose from service opportunities such as school-based volunteer work of more than five hours duration; volunteering in a community, church, or other ministry-based work; working at a summer camp; or public advocacy work that involves the welfare of children.
TPC-3250 Design of Manuals	Students perform a major project assisting a real, business-world client with the design and production of a manual.

Table II-5D-2 Feedback from Community Organizations

Organization	Contact	Feedback
Hillside Retirement Home	James Preston	"Our residents love the team and look forward to their arrival. I appreciate the extra time Laura and Courtney put in to creating special events for the residents and varying their experiences here."
Twin Valley Behavioral Healthcare	Deborah Deetz	"I receive all positive feedback from employees. Always conscientious of hospital policies, this team demonstrates professional, courteous, and sensitive behaviors at all times. This group of students is very conscientious and reflects well of community ministries."
Fostering Friendships, Agape for Youth	Carol Strychalski	"Strengths were excellent coordination, communication, and education of student leaders. Mentors from the team were as a whole committed to our youth and provided them with much needed positive role models. Weaknesses were some of the mentor teams need to improve upon turning in paperwork in a timely manner as this helps my agency see the need/worth of the program. As I've stated before, we really appreciated the work of the team and especially the coordination by the student leaders."
Urban Light Ministries / Sonshine Club	Amy Behlert	"The team was an answer to prayer! Would like more contact with director of community ministries for more detailed work outlined, better prepared for clubs, just working together better. Strengths were they knew what to do, cooperated 100%. Weakness is that all nine students are at one club and we need to spread them out into other clubs. The Cedarville students were quite a blessing. They were great with the kids, I have no negative remarks. Thank you, thank you, thank you for your service and loving ministry."
Ronald McDonald House	Sharon Watkins	"They were a great group of friendly, dedicated volunteers, and were willing to do whatever was needed. We would like to have volunteers more days and would like to see them available for some of our special events away from the house. The staff and families are very appreciative of the Cedarville volunteers."



List III-5B-1 Multicultural Church Partnerships

1. The Mid-West Chinese Christian Association (MCCA) is a network of Chinese churches in the Ohio, Michigan, Indiana, and Kentucky area. Cedarville partners with this organization by hosting its annual summer retreat and by providing a scholarship to college students who come out of that organization.
2. The Williams, Harris, Waddles (W.H.W.) Ministries is an organization that was initially developed in 1992 to train African-American pastors in expository preaching and teaching. Throughout the years, it has grown into a major conference for church leaders and members. The University has consistently donated money and staff time to support this ministry. In July 2006, the University will host W.H.W.'s Youth Conference, which is expected to attract 200-300 African-American youth between the ages of 13 and 25.
3. The Fundamental Baptist Fellowship Association (FBFA) is a "biblically based Christ-centered International Association for Fundamental Baptist Churches: supporting and assisting in the development of its member churches in carrying out the Great Commission to a culturally and socially diverse world." While reaching out to all ethnicities, the churches within this organization are primarily African-American. Cedarville has enjoyed a positive relationship with this organization for more than 20 years and currently serve as a feeder college for its Walter L. Banks Memorial Fund Scholarship.
4. The National African-American Fellowship of the Southern Baptist Convention (NAAF) is an organization that was developed as a means of fellowship and networking among the African-American churches of the Southern Baptist Convention. In 2005, the coordinator of intercultural recruitment was invited to participate in the fall board meeting in Richmond, Virginia.

Table III-5D-1 Event Feedback and Actions

Feedback	Actions Taken
Too many students assigned to one small group leader	Made sure that every group had at least two small group leaders Added a second Junior Jam event date and limited attendance
Music too loud; songs not always known by children	Began using electronic drums so that sound levels can be controlled at the sound booth Introducing a new children's worship program at Junior Jam 2006 with children participating/leading the music
Missed prayer at the start of the event	Include prayer at the beginning of every event program
Games were too messy; concerned about health issues	Introduced health/safety guidelines to activity planners (e.g., no sharing of hats or headbands) Limited any games that involved food
Youth leaders needed a place to sleep during overnight events.	Introduced a youth leader lounge, including coffee, open throughout the night
Music Showcase students indicated they were not meeting enough CU music students; directors who brought students had "nothing to do" during the weekend.	Began housing Music Showcase students with music students as much as possible Introduced a director program to coincide with Music Showcase

List III-5D-2 Anecdotal Feedback to Touring Team Ministries

Individual comments expressing the value of our services and programs also validate our efforts in building relationships with churches and schools. Below are several examples.

“Excellence, enthusiasm, and commitment to communicate biblical truth in a creative and relevant manner are the reasons why our church is always eager to partner with the Lifeline Players. Their dramatic presentations have been used to challenge and change our lives.”

*Chris Regas, Pastor of Discipleship/Missions
Glenwood Baptist Church, Kansas City, Missouri*

“We have come to expect integrity in ministry from Cedarville University and have never been disappointed. The Master’s Puppets brought a high level of energy and enthusiasm, coupled with a genuine care for their audience and hosts. We would love to have them return in the future!”

*Andy E. Amos, Pastor
Believer’s Bible Church, Canal Winchester, Ohio*

“My heart was encouraged as I reflected back over our meeting yesterday. I think you men are on the right track in reaching out to our OARBC pastors. I appreciated your heart for ... the ministry of men in the state.”

*Rev. Tom Wright, Pastor
Memorial Baptist Church, Columbus, Ohio*

“I have been searching for some time for Christian colleges that embody both spiritual strength and academic excellence. I am sure that you are aware that these types of schools are losing their popularity among ‘modern Christians’ and are diminishing quickly. It has been many years (10 to be exact) since I have researched Christian colleges. It was with great joy that I came across Cedarville University. When Mr. Aaron Mahl gave his presentation today, I was overwhelmed. Cedarville has continued to grow both spiritually and academically over the years. I see Cedarville as a University that has not changed their message, just their delivery of their message [sic]. I see this as an integral part of reaching young people today ... I could not have asked for a better way to introduce many of these students to Christian higher education.”

*Angela D. Helton, Guidance Counselor and Teacher
Central Baptist Academy, Cincinnati, Ohio*

“The team led us in Christ-honoring worship! Soon I forgot that this was a student team and thought only of the fact that we were forgiven sinners worshipping our Redeemer.”

*Ronald McDugle, Pastor
First Baptist Church, Danville, Indiana*



Table IV-5B-1 Cedarville University Endowed Financial Aid

CU Endowment Aid								
Academic Year	Matriculated Head Count	Student Recipients	% Receiving This Aid	Total Awarded	% Increase for Total	Average Awarded	% Increase for Student Avg.	Avg. Award/ COA
1996	2,745	166	6.05%	\$211,571		\$1,275		9.68%
1997	2,758	180	6.53%	\$290,845	37.47%	\$1,616	26.78%	11.64%
1998	2,814	214	7.60%	\$399,224	37.26%	\$1,866	15.46%	12.73%
1999	2,916	257	8.81%	\$569,996	42.78%	\$2,218	18.89%	14.41%
2000	2,992	288	9.63%	\$668,542	17.29%	\$2,321	4.66%	14.20%
2001	3,075	283	9.20%	\$759,627	13.62%	\$2,684	15.63%	15.29%
2002	3,094	310	10.02%	\$813,577	7.10%	\$2,624	-2.23%	14.03%
2003	3,140	314	10.00%	\$823,167	1.18%	\$2,622	-0.11%	13.14%
2004	3,196	333	10.42%	\$886,620	7.71%	\$2,663	1.56%	12.65%
2005	3,236	389	12.02%	\$1,064,605	20.07%	\$2,737	2.79%	12.37%
2006	3,088	347	11.24%	\$931,345	-12.52%	\$2,684	-1.93%	11.47%
10-Yr. Avg.			9.03%		18.45%		8.34%	Closed Yrs. 1996-2005
10-Yr. Chng	491	223		\$853,034		\$1,462		

Table IV-5C-1 Giving Societies

Annual Fund	
Chairman's Council	Annual gifts of \$5,000 or more
President's Associates	Annual gifts of \$1,000-\$4,999
Charter Society	Annual gifts of \$500-\$999
Torch Club	Annual gifts of \$120-\$499
Gift Planning and Endowment	
William Gibson Society	Inclusion of Cedarville in estate plans
Legacy Circle	Gift plan, scholarship, or endowment

List IV-5D-1 Donor Satisfaction

"Thank you for the note telling me you prayed for me. It's ironic, your note arrived today — the day before I leave for duty in Southwest Asia. I value your prayers for me and for all our men and women in uniform serving there. Again, thank you."

Loren Reno '70
Major General, USAF

"Each time that I am privileged to visit Cedarville's campus, I am impressed by the students, staff, and facilities. This past weekend was no exception. I know days and weeks of planning and preparation were required of many individuals to make the event [donor appreciation banquet] such a complete success. Thank you for including me."

June Perry, Donor
The Alvin & June Perry Scholarship

"We had an absolute blast at Homecoming. It's exiting to see God at work at CU, weaving the fabric of His Kingdom together with the lives of alumni, students, faculty, friends. We always come home feeling more connected to the 'bigger' picture."

Curtis Hoke '83
MIS Manager, Stoltzfus Enterprises, LTA

"I just wanted to write you a quick note thanking you for all your work in putting together the CU alumni gathering in Dallas. I really enjoyed being with other alums and feeling reconnected with Cedarville again. Before attending, I was wondering if it would be an event that got people together and would simply be an opportunity to ask for financial contributions. I really appreciate how that was not the focus of the event. ... I hope that I will eventually be able to help the school in some way financially, but I was glad that the event was not focused on that aspect. It makes me want to give to the school even more when I am able to do so."

Bethany Tate '01
Student, Dallas Theological Seminary

"The alumni e-mail directory has been a great way to keep in touch with classmates. I've received numerous e-mails from people I thought I'd never hear from again. Kind of a nice online reunion."

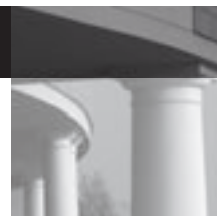
Jim Conley '84
Special Ops Pilot, USAF

"It is exciting to be able to see the faces of the recipients and imagine how God will use them in this world. The stories of the scholarship recipients and the letters we receive from them are treasures we hold dear because they are part of the legacy of generosity and faithfulness left us by our parents."

Marsha Olsen Wiley '93
Daughter of Donors of the Richard and Mary Olsen Scholarship

"I wanted to take a moment to let you know that the summer edition of *Inspire* was powerful. One story of heartache and God's working through ALL things reached within me and, as the Hebrew author states, 'divided soul and spirit, bone and marrow.' The life of a committed, firm believer is powerful. Thanks for ministering to the alumni."

R. Kim Jenerette '83
University of South Carolina-Spartanburg



List IV-5D-2 Expanded List of Strengths and Opportunities

Strengths

1. In general, Cedarville has demonstrated a strong commitment to serving prospective students and applicants. Many tools needed to grow enrollment have been provided — facilities, human resources, technology, and budget.
2. The following characteristics are evident in Cedarville's engagement and service within the community.
 - a. There is support for engagement and service at the highest levels of administration.
 - b. Cedarville commits both financial resources and human resources in supporting engagement and service efforts.
 - c. Students, faculty, and staff respond with a heart of compassion and genuine volunteer spirit when needs are presented.
 - d. They are motivated by the University mission and a high calling to serve as Christ would.
 - e. The campus is making a difference in the community in tangible ways.
3. With the diversity of departments and individuals involved with engagement and service in the community, clearly defined roles, communication, and coordination are extremely important. In August 2005, the self-study steering committee conducted focus groups with faculty and staff. It was clear from the engagement and service discussions that many faculty and staff were unaware of the extensive involvement in and support for the community, specifically the Village of Cedarville. In a small town setting, the University continually wrestles with the appropriate ways to share information and demonstrate community involvement.
4. Cedarville University has a long tradition of making effective engagement with churches and schools a priority commitment. This dedication is evidenced in the numerous services provided to them.
5. Cedarville University effectively engages alumni and donors. The University uses multiple measures to respond to their needs and assesses the services provided.

Opportunities

1. A significant area of concern is the adequacy of Cedarville's financial aid, as illustrated by declining yields from accepted students and survey results. Our ability to continue to meet enrollment goals will almost certainly be affected by our pricing strategy, including the financial aid component. Increasing the endowment, recommended in the last self-study report, remains an important priority for addressing financial aid concerns. Our endowment has increased by 379% since 1996. In 1996, we awarded \$211,571 dollars from our endowment grants. In 2005 that figure increased to \$1,012,794 from our endowment grants. In addition, our average grant amount was \$1,275 in 1996, and the average grant has increased to \$2,752 in 2005.
2. Although offices and work areas are in a newer building and adequate at the present time, available space is being fully utilized. Pressure exists for office space, storage areas, and mailing services. Space needs must be addressed to meet the demand for future growth.
3. A community relations position was established in July 2005. One of the primary roles of this position was to serve as our liaison to the Village of Cedarville. As of January 2006 with the departure of the staff member, that position is no longer being funded. In the absence of a designated community liaison, it is important that the University continue initiatives that demonstrate its responsibility as a corporate community citizen. This position would help to maintain connections with area businesses, educational institutions, and civic/business/military organizations within the Greater Miami Valley and would also establish processes for gathering input, learning the needs and perceptions of the local community, and identifying the best ways to communicate with the community. The self-study team recommends that the community relations staff position be reconsidered within the context of a community relations plan to address communication and coordination needs.
4. One effort to assist with communication is a CU in the News weekly e-mail initiated in October 2005 by the public relations team. This short e-mail keeps the University family abreast of the activities that are mentioned in the media. (Most of the media coverage

highlights activities within the community.) This e-mail resource has been extremely well-received within the campus community and is also being posted on the trustees' Web site weekly.

5. Because service learning as an initiative has yet to gain official recognition or oversight, many of the appropriate feedback mechanisms are not yet in place. The self-study team recommends University-wide assessment of service-learning initiatives to identify needs within the community, establish objectives, and measure the effectiveness of Cedarville's services. There may be opportunities to connect the existing network of volunteer community service opportunities to a more rigorous emphasis on service learning in the classroom. Finally, it would be helpful, although not critical, to systematically track faculty and staff involvement in the community and professional associations as further validation of the University's commitment to serve the community constituency.
6. As Cedarville continues building relationships and meeting needs, the following recommendations should be considered:
 - a. Reinstate a youth advisory council or introduce a broader church relations advisory council to provide regular feedback and input related to ministries, resources, and educational programs.
 - b. Seek alliances with Hispanic/Latino evangelical church associations to meet the needs of this growing constituency.
 - c. Continue efforts to strengthen relationships with individual General Association of Regular Baptist Churches (GARBC) since the historical support is no longer available through denominational partnership.
 - d. Continue the development of a comprehensive church relations strategy, clarifying and prioritizing targeted church constituencies, outlining communication goals, coordinating campus-wide resources and services, and measuring the effectiveness of our church relations initiatives.
7. Effective alumni and donor relations requires building and maintaining genuine, mutually satisfying relationships. This work takes people who are available to invest the time and energy necessary. Current staffing levels in the departments charged with alumni and donor relations are relatively low, and the need for additional staff only increases with the annual growth in the Alumni Association and the increasing need for donor-funded financial aid. Current staffing levels have limited significant changes in our alumni and donor relations' strategy and operations. The administration has been receptive to this concern, as evidenced by recent (Fall 2005) staff additions to the advancement services, annual fund, and gift planning offices and the willingness to consider other additions in the future. The self-study team believes that the key to increasing future alumni and donor participation and satisfaction will be the addition of effective programs and talented staff to build relationships through them.
8. While digital technology is significantly integrated into campus operations, it is not integrated as effectively in our service of off-campus constituents. Given the dominant role of digital communication in the lives of those we need to serve, we are pleased to see the beginnings of advances in this area. These include the development of an electronic newsletter, improved capturing and tracking of e-mail addresses, growing utilization of e-mail for communication, and the creation of a Web marketing team charged to enhance our Web image and service to constituents. We recommend and look forward to additional initiatives in the future to help our alumni and donors feel connected to the University.
9. The performance and management of our alumni and donor database constitutes our most significant operational challenge. Progress is underway to improve the system of capturing data as well as entering, maintaining, and accessing data. Performance goals have been established, enabling the computer services department to apply its staff and resources to work toward achieving those goals. Given the enormity of task, it may take until 2007 to realize all of these objectives.
10. Because of the importance of scholarships in the recruitment and retention of students, continuing to build the endowment for student aid must remain a high priority. Advancement staff members are encouraging donors to consider contributions to the endowment when appropriate. The president publicly communicates the importance of this kind of initiative at donor events. Gift allocation policies have been adjusted to increase the priority of building the endowment through undesigned gifts and bequests. We recommend that increasing the endowment for student aid continues to remain a key priority and that appropriate goals be included in all future fundraising campaigns.



APPENDIX G

Chapter Seven — Graduate Programs

APPENDIX G

Table Graduate-1 Graduate Enrollment Report

Term	ST '03	ST '04	ST '05	FA '00	FA '01	FA '02	FA '03	FA '04	FA '05	SP '01	SP '02	SP '03	SP '04	SP '05	SP '06	JU '01	JY '01	JU '02	JY '02	JU '03	JY '03	JU '04	JY '04	JU '05	JY '05	JU '06	JY '06
Headcount	7	5	0	8	13	22	20	23	37	10	15	21	25	17	37	20	18	24	23	41	27	30	29	42 [11]	34	60 [16]	46
% + or - cf. w/prev. year	nc	-28	-	-	62	69	-10	15	60	na	50	40	19	-32	117	-23	nc	20	27	70	17	-26	7	40	17	43	35
Total Registrations	7	5	0	8	16	26	27	26	45	10	16	23	29	21	41	38	29	39	37	67	41	45	38	74 [29]	59	103 [32]	78
% + or - cf. w/prev. year	nc	-28	nc	-	100	62	4	-3	73	na	60	44	26	-27	95	-19	50	2	27	71	10	-32	-7	64	55	39	32
Hours Sold	7	5	0	16	36	53	51	52	86	20	43	50.5	53	41	88	83	59	82	77	136	88	101.5	81	159 [58]	119	213 [64]	168
% + or - cf. w/prev. year	nc	-28	nc	-	125	47	-3	1	65	na	115	17	4.9	-22	115	-24	63	-1	30	65	14	-25	-7	57	47	34	41
Classes Offered	1	1	0	1	4	6	5	4	7	1	3	4	3	2	5	5	5	5	4	6	4	6	5	8 [3]	5	8 [3]	5
Graduated	na	na	na	0	0	0	0	0	0	0	3	1	4	5	2*	0	0	0	0	0	0	0	0	0	0	0	0

Note: the bracketed [#] is reflective of graduate education classes in Beijing China and is included in the non-bracketed number of that row.
 * Students walked but have not completed the final project or thesis.